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ABSTRACT

Two research reports provide results of two Ohio studies to investigate factors that influence a student not to enter a high school vocational curriculum. The studies focus on the Vanguard Joint Vocational School (JVS) and five feeder comprehensive high schools and the Lawrence County JVS and seven feeder comprehensive high schools. Both reports begin with background and setting, research objectives and definitions, and a literature review. This review summarizes theories of career choice and factors that influence career decision making. Other sections of the reports describe procedures, results, and recommendations. The Lawrence County project population consisted of all nonvocational 11th-grade students in feeder school English and government classes; the Vanguard project population consisted of similar students in English classes only. Students responded to a questionnaire to identify the following: (1) their images of vocational education and the JVS; (2) who influenced them in making a decision not to enroll at the JVS; and (3) additional information, such as knowledge about vocational classes, reasons for not enrolling in vocational classes, and future plans. Students had mixed images of vocational education and the JVS: positive, negative, and neutral. College-bound students believed they could not fit vocational courses into their schedules and vocational courses did not prepare them for college. Appendixes to each report include a 41-item reference list and student questionnaire. (YLB)

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Vanguard Joint Vocational School

March 1991

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July 1991

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INTRODUCTION

Background and Setting

In the 1986-87 school year, there were almost 16 million Americans enrolled in secondary vocational education programs. In Ohio, there were 165,639 students or approximately 59% of Ohio's 11th and 12th grade students enrolled in nine vocational programs. Ohio had 119,208 vocational high school students (Grades 9-12) enrolled in the areas of Agricultural Education, Marketing Education, Health Education, Home Economics (Gainful), Home Economics Education, Business Education and Trade and Industry Education. Table A shows the annual enrollment data for Ohio.

TABLE A

Ohio's Total Vocational High School Enrollment

Years	Students
1986-87	119,208
1985-86	120,091
1984-85	124,316
1983-84	130,436
1982-83	135,317
1981-82	140,769
1980-81	147,703
1979-80	151,715

There has been a steady decline in enrollment in vocational programs since 1979. This represents a decline of 21%. When looking only at 11th and 12th grade vocational students enrollment the trend continues.

TABLE B

11th and 12th Grade Enrollment

	Vocational	All Public Schools	% of Market
1986-87	100,281	277,228	36%
1985-86	101,289	270,548	37%
1984-85	105,128	273,328	38%
1983-84	111,162	280,208	40%
1982-83	115,706	288,564	40%
1981-82	120,593	301,721	40%

Table B indicates that there were 100,218 11th and 12th grade vocational students enrolled in vocational programs in Ohio. There has been a steady decline in enrollment for the six-year period 1981-87. Ohio has realized a 17% decline in enrollment in 11th and 12th grade programs in the six-year period. The programs realizing the decline in enrollment include: Agricultural Education, Marketing Education, Health Education, Home Economics (Gainful), Home Economics Education, Business Education and Trade and Industry Education. In comparison, enrollment in Ohio's 11th and 12th grades in all public schools has been declining during the same period. Enrollment was as high as 301,721 in 1981-81 to a low of 177,228 in 1986-87. When comparing the market share of vocational education, that too is on the decline. Vocational students represented 40% of the market share of 11th and 12th grade students in the public schools in 1981-82. In 1986-87 that share was 36%.

Vocational education can offer its graduates advantages over graduates from a general curriculum. Desy, Mertens & Gardner (1984) concluded that vocational graduates have an advantage in

long term earnings over graduates of the general curriculum. Ghazahah (1987), found that vocational graduates enjoy a higher immediate income and experience fewer days of unemployment than graduates of the general population. For youth aged 21 and under, the general unemployment rate is at 18.8%, while vocational completers of job training programs experience only a 8.3% unemployment rate (Department of Education, 1988). Other benefits that vocational graduates receive include an eight times higher self-employment rate (The National Commission on Secondary Vocational Education, 1984).

Vocational education currently prepares students for 26 of the 37 occupations the U.S. Bureau of Labor Statistics identified as those expected to have the largest growth between 1984-1995 (Department of Education, 1988). Currently 80% of the jobs in the United States do not require a college degree (National Commission on Secondary Vocational Education, 1984). Sixty percent of vocational graduates go on to some form of postsecondary training, and fifty percent of those go on to a four year college. If vocational education offers its graduates higher wages, lower unemployment, a chance to be trained in an expanding field, as well as a sixty percent probability of postsecondary training, then why is Ohio's enrollment declining?

Ginsberg (1951) stated that, "Occupational development is an ongoing, continuous, generally irreversible, orderly, patterned and dynamic process, which involves interaction between the individual's behavioral repertoire and demands made by society, that is by developmental tasks." (p. 239) Ginsberg states that

occupational development is a continuous process that is influenced by a variety of sources. If the sources or barriers that block students from enrolling in vocational education were identified, then administrative personnel could utilize this information in evaluating and planning for their marketing and recruitment efforts. Effective strategies could be developed in order to recruit more students from general and college preparatory curriculums into a vocational education curriculum.

PROBLEM STATEMENT

This study investigated factors that influence a student not to enroll at the Vanguard JVS and in vocational education at the five feeder comprehensive high schools. Given that students can self-select a curriculum for their high school years, one needs to identify reasons for not selecting a vocational program. Many students enroll into an academic (college preparatory) or into a general education curriculum instead. The purpose of this study was to identify reasons why high school students elect not to enroll into vocational curriculums.

Research Objectives

1. To describe the characteristics of the students (gender, race, curriculum choice, place of residence, socioeconomic status) who chose not to enroll into a high school vocational curriculum.
2. To describe the reasons students give for choosing not to enroll into vocational education classes and not to enroll at the Vanguard JVS.

3. To describe students' images of vocational education and the Vanguard JVS.
4. To determine the relationships between student characteristics and reasons for not choosing to enroll in vocational education and the Vanguard JVS.
5. To determine who influences students to make decisions not to enroll in the Vanguard JVS.
6. To determine how informed students are regarding vocational education class offerings.
7. To determine the future occupational choices of students.
8. To determine the future educational choices of students.
9. To determine if additional course offerings at the Vanguard JVS would encourage enrollment.
10. To determine if alternative delivery systems at the Vanguard JVS would encourage enrollment.

Definitions

Parental Influence

Refers to the degree or extent to which parents influence, support, assist, plan, desire, or encourage the respondent to seek or possess high levels of achievement or goals. (Mima, 1978)

Vocational Curriculum

A student enrolled in this curriculum has spent a considerable proportion of time and in vocational course work as compared with the basic skill development that is presumed to be

the major function of academic and general education. The average vocational concentrator will have spent about 10 percent of his or school time in vocational courses. Students who concentrate in a vocational specialty average 6.3 Carnegie Units of vocational course work upon graduation from high school. A concentrator is defined as a person who does not necessarily use all electable credits in the vocational specialty, but uses a substantial majority of them. Vocational students take a substantial number of courses in vocational education and develop a concentration in one area.

The vocational student, as a junior in high school, will have been enrolled in at least 2 continuous years in a vocational specialty program area. It is realistic that the vocational student, as a junior, will have accumulated 2 - 2.5 Carnegie Units of vocational course work. Vocational specialty program areas include: vocational agricultural education, home economics education, business education, marketing education, trade and industrial education, and health and safety services education.

Academic (College Preparatory) Curriculum

A student enrolled in this curriculum is taking course work to prepare for entry into a 4-year college or university. In October of their junior year they usually take the PSAT, while in the Spring they will take the ACT or SAT. These tests are required for admission into major colleges and universities. Courses selected by students enrolled in an academic curriculum include: consumer math, general math, general science, life

science, earth science, industrial arts, general accounting and/or typing, General track students average 4.6 vocational credits upon graduation from high school.

Limitations

The population studied was non-vocational eleventh grade students from the five comprehensive feeder schools to the Vanguard JVS. Students were selected through random cluster sampling techniques, using selected intact English classes. The population was subject to sampling error. The results of this research cannot be generalized to students in other parts of Ohio because of the population studied and the chance that the sample was not representative of the entire population. These results can only be generalized to the population sampled.

This study looked at selected variables that affect students' decision to not enroll in vocational education and the Vanguard JVS. There may be other barriers that influence students that were not explored.

The respondents may have been more sensitized to the thoughts about the image of vocational education and the Vanguard JVS that were listed in the questionnaire. Several potential reasons for not enrolling were listed on the questionnaire that may have prompted students' written responses.

Significance of the Problem

The information highlighted in this study will be useful to the superintendents, directors, principals and counselors at each of the six schools. Those involved directly with marketing and

recruitment efforts for vocational education will benefit most from the findings. Those involved in proposing new courses and new delivery systems will also find the results useful. Strategies can be developed in order to break down the barriers that were identified by the high school students in this study.

It is hoped that by following the findings and recommendations of this study, administrators will be better able to promote vocational education. Guidance counselors will be made more aware of what factors influence students not to enter into a vocational curriculum. Hopefully, they will be able to use this information to better discuss curriculum choice with eighth, ninth, and tenth grade students.

It is possible that a more aggressive marketing campaign will be designed for vocational education in this VEPD. Recruitment figures could be expected to be more optimistic following such a campaign.

REVIEW OF LITERATURE

Introduction

Ginzberg (1951) believed that career development was an ongoing continuous process. Ginzberg also believed that it was a process that involved choices. In order to better understand the process that one encounters when making a decision, Stufflebeam, Foley, Gephart, Guba, Hammond, Merriman and Prouvus (1971) developed the Decision Making Process. The steps in the process include the following:

1. Becoming aware that a decision is needed.
2. Designing the decision situation.
3. Choosing among alternatives.
4. Acting upon the chosen alternative.

In this model, the decision making process is hierarchical. Any single decision may be factored into several processes of lower ordered decisions. These lower ordered decisions may also be factored. In any decision, each stage may include many microscopic choices, each of which was part of the decision making process. Stufflebeam's et al. (1971) explanation of the decision making process fits together with Ginzberg's career development theory. Both theories suggest that any decision is an on going task that is comprised of many parts and is not a single decision.

The choice to enter into vocational education is a choice toward choosing a career. Stufflebeam et al. would agree that

the career choice is a decision that would follow the four steps of the decision making process.

There are several decision making hypotheses on career choice that help explain the process of choosing a career. Miller (1985) summarized the most prominently accepted theories into four categories.

Personality Theory

Personality theories involving personal characteristics that emphasize student interests, achievements, and aptitudes and how they influence career decisions. Environmental factors are of major importance in these theories. A student's personality is determined by environmental influences such as parents, peers, co-workers and friends. Career decision making is viewed as a process where students with a particular personality select a work environment that compliments their personality.

Theories that involve personal characteristics do not involve characteristics such as values, personality, or self-concept. These theories also do not explain how career development or growth occurs, or describe career changes related to life periods.

Sociological Theory

Sociological theories stress environmental factors that influence career choice. The theory relates factors such as parents' occupation, income and education of parents, sex, race, ethnic group, religion, place and type of residence, family size and stability, and school and community environment to a career

choice. These characteristics set boundaries and influence personality and the range of options which are available to the individual.

The sociological theory does not provide for personal factors such as family, peers and friends influence. It also does not provide explanations for growth and development.

Developmental Theory

The developmental theories have their origin in psychology. Developmental psychologists believe that career development is a process which starts at birth and continues throughout a person's life. They assume choices are made only a few times during an individual's life. At the elementary level, general occupational understanding is emerging along with a student's awareness of his interests and abilities. At the high school level, students become aware that career choices are needed and explore a variety of opportunities and make initial career decisions.

Environmental factors are also considered an important aspect in career development. This theory suggests that people have unique characteristics and can be satisfied and successful in several different occupations. Self-concept is also viewed as a major factor in career development.

Decision-Making Theory

The decision making theories match personal traits to occupational factors. This type of theory assumes that personal values are a major factor and will influence and guide the decision process.

Career decision making is a systematic lifelong process that can be described and learned. The steps involved in career decision making parallel those of general decision making described by Stufflebeam et al. (1977) The process begins with an individual recognizing that a decision needs to be made. Next, they clarify their values to guide the process. The third step involves identifying all decision alternatives and evaluating each alternative according to potential gains, cost, time, money, effort and probability of success. An individual will then select and implement a choice.

The four theories place each researcher's hypothesis concerning the career decision process into a specialized group, depending on the perspective of the researcher. Hoppock (1957) reviewed and analyzed over a dozen theories of occupational choice and development, including those of well known authorities such as Ginzberg, Tiedmion, Holland, Roe and Super.

Hoppock says, "The existence of several conflicting theories suggests the possibility that there may be some truth in all of them. The principle of individual differences, so familiar to counselors, suggests the same possibility. One theory may explain the behavior of some persons, but we may need another theory to explain the behavior of others." (25, p. 113)

Zacceria (1965) commented on Hoppock's theory. He states, "The central focus of this theory is upon the process of choosing an occupation, the factors influencing the choice and the adequacy of the choice as measured by need satisfaction, success, or personal adjustment." Just as Zacceria believed that there were factors influencing career choice, Super (1963) believed that at each turning point in career decision making, an internal (personal) or external (environmental) force influenced that decision. The concept of career decisions being influenced is again reinforced by Ginzberg (1951). Ginzberg believed that occupational choice is influenced by both standards of the community and by internal impulses.

Super, Ginzberg and Zacceria's suggestion along with the characteristics described by Miller's summary of career decision making theories, list a wide array of factors that may influence career decisions. Lam's (1982) classification was used to describe the barriers that influence the student's decision not to enroll in vocational education. This classification divides the reasons into three main categories. The first category is intrapersonal reasons which includes attitudes, perceptions, images, motivation, career maturity and value systems. The second sub-category is influence of parents, friends, counselors, neighbors, teachers and other relatives. The final category is remote external reasons which include socioeconomic status, parental income and parental educational levels.

Intrapersonal Reasons

Career Maturity

The concept of career maturity was introduced by Super (1955). Super defined career maturity as the repertoire of behaviors that help identify, choose, plan and execute career goals, being at an average level in career development for one's age. Super (1963) also considered congruence between vocational behavior and expected vocational behavior at that age. Since Super introduced the concept of career maturity he completed another 1960 study where he found that there was no significant relationships between age and career maturity, but that there is a significant relationship between grade and career maturity. The problem in career maturity arises when students are asked to make a choice too soon. Herr (1970) states that the complexity of the factors involved in a career choice make it impossible for students to make realistic choices until they are seniors in high school or after high school. Vocational school directors also state that students were neither knowledgeable enough about careers nor mature enough to make appropriate career decisions (O'Neill 1985). The choice to enter into a career that vocational eduction has to offer is made at the end of the tenth grade year. According to Herr and O'Neill this choice is an unrealistic one and one that a student is not mature enough to make realistically.

Images, Perception and Attitudes

An individual will reject an activity that has had a negative image or words associated with that activity (Social Learning and Career Decision Making (1979). The National Commission on Secondary Vocational Education showed that the general perception of vocational education to be a dumping ground stigmatized by only having less able students. This image is only reinforced by teachers of sending schools that have a negative image of vocational schools and believe students who attend are not accepted by their peers (O'Neill 1985). O'Neill also discovered that directors of vocational schools believed negative attitudes towards vocational education causes difficulties in recruitment and selection of students.

When students were asked if they did not attend the skills center because they believed it was for potential dropouts, 79% disagreed. The nonattenders indicated that the Skills Center image was good. The students interviewed did not feel that the Skills Center was for potential dropouts or necessarily for noncollege bound students (Abendroth 1985). When students were asked to self-report on the image of vocational education they rated it as either positive or very positive (Duebe 1987). Dube did find that even though students did have an overall positive attitude toward vocational education, 51% believed that their friends had a negative image of vocational education. He believed that this negative image contributed to students not enrolling in vocational education.

Motivation and Value Systems

A person will choose a career or occupational goal which will maximize his gains and minimize his losses. These gains and losses include money, prestige, power, and other internal motivational factors (Herr 1970). Other psychologists and sociologists have developed theories which explain occupational choice as a means of satisfying needs such as:

- o Self preservation
- o Independence
- o Security
- o Welfare of one's children
- o Socioeconomic status
- o Prestige
- o Service to humanity
- o Achievement
- o Dominance
- o Power
- o Creativity
- o Challenge

People assess the compatibility of the occupation with their image of who they would like to be and how much effort they are willing to exert to enter those occupations (London 1970). Occupational images are obtained as generalizations a person makes about a particular occupation. The term "occupational image" refers to the occupational stereotype derived from the observation of the following five items (London 1970):

- o Personalities of people in those jobs
- o Type of work they do
- o Type of lives they lead
- o Rewards and conditions of the work
- o Appropriateness of the job for different types of people

Ginzberg (1951) believes that once a student has pursued a vocational course of study for two years, the likelihood of his considering college is decreased because of the difficulty of preparation. When students were questioned concerning the

vocational school, 35% believed that it was for non-college students and therefore chose not to enroll (Abendroth 1985). Students may believe that vocational education is for non-college students but vocational graduates tend to fare much better in post secondary education than generally recognized (Campbell 1986). Herr (1983) found that 75% of vocational students had plans for further education or training after graduation. Sixty percent of vocational graduates actually do go on to further training and 50% of those attend a four-year college (Department of Education 1988).

Prestige of a potential job will also help determine if a student will choose that occupation. Vocational education tends to train for jobs of low prestige (Gottfreson 1981).

Immediate External

School Factors

Forty-three percent of non-vocational students said they had considered taking a vocational course of study (Jacobs 1975). The major barriers that blocked their entrance into vocational programs were graduation requirements and college entrance requirements. Eighteen percent of the 43% that had considered vocational education were discouraged from entering because of classes they needed for graduation. In 1985, after graduation requirements were increased to 22 credits, 12 out of 50 states reported decreased enrollment. Ohio's vocational eduction enrollment declined by 65,863 students and 60% of the students' school day is used for academic/core curriculum leaving 34% for

all electives. More time during the day is being spent in academic areas while the largest time decrease is in vocational areas. This decreased time has had an impact on vocational classes offered, enrollment, student interest, teacher hirings, teacher removal, budgeting (Smith 1987).

Jacobs' (1975) West Virginia study found that traveling to another school was a prominent immediate external factor that caused students not to enroll in vocational education. Seven percent of those students that had considered vocational education, choose not to enroll because they did not want to take the bus to school. Scalon's (1984) research reinforced Jacobs' findings and concluded that transportation, busing and distance, discouraged students from enrolling in vocational education. Other factors associated with leaving the home school that discouraged entrance into vocational education include, leaving friends, exclusion from extra-curricular activities, and leaving the home high school (Jacobs 1975).

Curriculum is another immediate external school factor that discourages student enrollment into vocational education. Jacobs found that lack of desired curriculum and denial of entrance into a curriculum of choice discouraged 7% of potential students from enrolling into vocational education.

Influence of Significant Others

An individual is less likely to express a preference and more likely to express a rejection for an activity or field of study that has had consistently negatively expressed opinions

from a valued person (Social Learning and Career Decision Making, 1979). This theory suggests that if a valued person has a negative view of an activity, students are less likely to become involved in that activity.

Teachers

The results concerning the influence of teachers on student choice to enter into vocational education are conflicting. Dube (1987) found that teacher's affect upon students does not influence their entrance into vocational education. He found that only 4% of teachers discourage entrance into vocational education, while 72% were neutral and 12% encouraged enrollment. Beukes (1986) also found that teachers have little or no influence on students' career choices and occupational development.

Conflicting research concerning teacher influence was completed by Herr (1987) and Lejlune (1977). Herr found that students will seek the advice of a teacher before enrolling in vocational education. Lejlune concluded that teacher contact with potential vocational students is a recruiting technique for vocational education.

Parents

Parent-child interactions are the crucial variable in the development of personality traits which influence later vocational behavior (Osipow 1985). The findings on parental influence were inconsistent. Students seek parental advice before entering into vocational education (Herr 1987). Herr also

found that parents have less influence than they believe, and students and parents disagree on the amount of influence parents actually have. Otto (1987) and London (1970) also found that parents are the most influential factor when it concerns vocational education and career development.

"Parents have no influence on their children's decisions involving career choice" (Beukes 1986). Reynolds (1976) agreed with Beukes and concluded that parents have little influence on their children's career choice.

Friends and Other Students

Eighty-nine percent of friends will try to discourage a student from entering into a vocational program while only 14% will try to encourage a student's enrollment (Dube 1987). Students will seek the advice of a friend before entering into vocational education (Herr 1987). While Herr found that students may seek the advice of a friend before making the decision to enter into vocational education, Beukes (1986) and Reynolds (1976) found that friends and other students had no influence on vocational choices and decisions involving vocational enrollment.

Counselors

Counselors do not see vocational education as the only educational option nor do they see it as their duty to persuade students toward one curriculum choice or the other. The counselors see career decision as the responsibility of the student and the parent (Herr 1987). Herr also found that students are likely to seek advice from counselors before

entering into vocational education. Conflicting results were reported by Reynolds (1976), Bently and Hemp (1958) and Beukes (1986). They concluded that counselors and guidance programs had little or no influence on students' decision to enroll into vocational education.

Other Relatives

Relatives other than parents moderately influenced a child's career choice (Bentley and Hemp 1958). Forty-eight percent of the College of Agriculture freshmen at Purdue and Illinois Universities reported that relatives other than parents moderately influenced their career decisions. Conflicting research reported by Herr (1987) found that relatives, other than parents, are not asked for advice concerning vocational decisions.

Remote External Reasons

Socioeconomic Status

Several studies have found that there are significant differences among high school students (Bragg, Parks, Daumen, Campbell, 1966; Campbell, Orth, Spitz, 1981). One of those differences is the students' socioeconomic status (SES). Campbell et al, (1987) noted that a higher proportion of low SES students are enrolled in vocational curriculums than general or academic. Holland (1985) implied that vocational interests flow from a person's life history and personality. SES is an important factor in understanding the reasons students choose not to enroll in vocational education.

PROCEDURES

Research Design

This project was developed as a descriptive survey research design. Relationships among variables were explored. The sample was described in terms of student characteristics such as gender, race, curriculum choice, place of residence and socioeconomic status. The students responded to a questionnaire in order to identify their images of vocational education and the Vanguard JVS. They also indicated who influenced them in making a decision to not enroll at the JVS. Additional questions addressed students' knowledge about vocational classes, reasons for not enrolling in vocational classes, future plans after graduation, suggestions for additional courses and views on alternative delivery systems.

Subject Selection

The population used in this study was all non-vocational 11th grade students in the five comprehensive feeder schools for the Vanguard JVS during the 1989-90 school year. The schools included: Gibsonburg, Clyde, Port Clinton, Fremont Ross and Lakota.

A cluster sampling technique was used, selecting students from intact English classes. The entire population for the five schools was estimated to be 950 students.

The actual number of students completing a questionnaire consisted of 613 students. All non-vocational 11th grade students present on the day of the data collection were surveyed.

Data were collected in February 1990. All responses were coded into a computer from the completed questionnaires. Unanswered items were coded as missing data.

Since only non-vocational, 11th grade students were needed for the survey, students were sorted by curriculum choice. A procedure was developed to sort the vocational curriculum students, academic curriculum students and general curriculum students. All guidance counselors were requested to assist in sorting the students by curriculum choice. The "Curriculum Choice Classifications Guidelines" (Appendix A) was sent to the counselor.

Instrument Development

Factors that influence a student to not enter into a high school vocational curriculum came from a student questionnaire that was developed following the principles outlined by Dillman (1978). A similar questionnaire was used in a study in 1988 in a study conducted in southwest Ohio (Factors That Influence a Student Not to Enter Into a High School Vocational Curriculum). The student questionnaire (Appendix B) was modified as a result of a meeting between administrators at the Vanguard JVS and the principal investigator (Rossetti) on April 26, 1989. Input was received from school administrators and additional questions were added. Faculty at The Ohio State University were consulted to review the questionnaire and further improvements on the format were made.

Content validity was established on the original questionnaire by panels of experts composed of university faculty, vocational researchers and graduate students. Reliability was determined on the original questionnaire using test-retest procedures. The new instrument was field tested at Westerville North High School. An 11th grade English class was selected to complete the questionnaire. Students were encouraged to ask questions if they did not understand a question. No difficulties in interpretation occurred during the field test. After the field test, the instrument was mailed to Vanguard JVS for printing. The administration of the questionnaire was coordinated by personnel at the Vanguard JVS. Completed questionnaires were delivered to OSU for processing.

Data Analysis

All completed questionnaires were coded and the data were entered into a personal computer by three research assistants. The Statistical Package for the Social Sciences was used on the OSU mainframe computer to analyze the data.

Descriptive statistics were employed in order to describe the sample. Analysis of variance and correlations were computed to describe difference in perceptions of vocational education and the Vanguard JVS among schools and students, possessing different characteristics. Frequencies and measures of central tendency were computed. For the open-ended responses, data were analyzed by summarizing the responses into categories. Frequencies and percentages were computed for each category.

RESULTS

Description of the Sample

There were five comprehensive high schools in the population serving as feeder schools for the Vanguard Joint Vocational School (Vanguard JVS). The schools participating in the research included: Gibsonburg, Clyde, Port Clinton, Fremont Ross and Lakota.

The sample consisted of 613 students. The sample was selected by taking a cluster sample from intact junior English classes at each of the home schools. Ninety-eight percent of the sample were juniors. One percent of the sample did not indicate their grade level in school. The total population estimate of students was based upon vocational education planning district information from the 1988-89 ADM count for sophomores. Data were collected in February of 1990. Table 1 shows the breakdown of students participating in the study by school.

Table 1

Schools in the Study

	Sample Respondents	
	f	%
Gibsonburg	40	7
Clyde	116	19
Port Clinton	124	20
Fremont Ross	249	40
Lakota	84	14
Total	613	100%

Curriculum Choice

Students enrolled in the 11th grade class were sorted by curriculum choice. Refer to Table 2 for the breakdown of students by curriculum choice. The two curriculum choices were academic (college preparatory) and general. Refer to "Curriculum Choice Classification Guidelines" in Appendix A for definitions of curricula. Seventy-eight percent of the sample were enrolled in an academic curriculum, while twenty-two percent were enrolled in a general curriculum.

Table 2

Students' Curriculum Choice

	Academic		General	
	f	%	f	%
Gibsonburg	37	90	4	10
Clyde	84	71	34	29
Port Clinton	124	79	33	21
Fremont Ross	180	84	34	16
Lakota	54	66	28	34
Total	479	78%	133	22%

Gender

Table 3 shows the gender of the students in the sample. Forty-nine percent of the sample is female, while fifty-one percent is male.

Table 3

Students' Gender

	Female		Male	
	f	%	f	%
Gibsonburg	13	33	26	67
Clyde	57	49	59	51
Port Clinton	59	48	65	52
Fremont Ross	130	52	118	48
Lakota	38	45	46	55
Total	297	49%	314	51%

Race

Students' race was tabulated (Table 4) indicating that 85% of the sample are White (Caucasian), 7.4% are Hispanic, 4.6% are Black, 1.3% are Other, 1% are Native American and 0.7% are Asian.

Table 4

Students' Race

	White %	Black %	Other %	Nat.Am. %	Hispanic %	Asian %
Gibsonburg	89	0	0	0	11	0
Clyde	94	0	2	0	4	0
Port Clinton	79	8	1	2	10	0
Fremont Ross	82	7	2	1	7	1
Lakota	88	2	1	1	7	1
Total	85%	4.6%	1.3%	1%	7.4%	0.7%

Residence

Students were asked to indicate where they live. Table 5 illustrates that 10.8% of the sample live on a farm, 26.3% live in a rural area, but not on a farm, 15.7% live in a suburb of a town or city and 47.2% live in a city or town. A total of 612 students responded to this question. Students attending Lakota

lived in the more rural or farm areas. Students from Clyde, Fremont Ross and Port Clinton tended to live in the city or town.

Table 5

Students' Place of Residence

	Farm		Rural		Suburb		City	
	f	%	f	%	f	%	f	%
Gibsonburg	8	21	12	31	4	10	15	38
Clyde	12	10	29	25	15	13	60	52
Port Clinton	8	6	21	17	27	22	68	55
Fremont Ross	17	7	54	22	44	17	134	54
Lakota	21	25	45	54	6	7	12	14
Total	66	10.8%	161	26.3%	96	15.7%	289	47.2%

Socioeconomic Status

Students in the sample were further described according to their socioeconomic status (SES). This was determined by obtaining a composite score based upon the parents' education, occupation, and household possessions owned.

Living Arrangements

Students were asked if they lived with their father/male guardian. Seventy-nine percent (487 students) of the sample lived with their father/male guardian. Eighteen percent (111 students), indicated they did not.

Ninety-two percent (565 students) indicated they lived with their mother/female guardian. Five percent (29 students) indicated they did not. If a student did not live with their mother/female guardian or father/male guardian, the student did

not respond to the questions concerning the parents' education or occupation.

Parents' Educational Level

Those who responded to the question concerning the educational level of their parents indicated that thirty-one percent of the fathers/male guardians had only graduated from high school, while forty-three percent of the mothers/female guardians had only graduated from high school. Table 6 shows that about eight percent of the fathers/male guardians had less than a high school education, while nine percent of the mothers/female guardians had less than a high school education.

Table 6

Parents' Educational Level

	Mother/Female Guardian		Father/Male Guardian	
	f	%	f	%
Less than High School Graduation	55	9	48	8
High School Graduation Only	261	43	190	31
> 2 years Post-secondary	119	19	113	18
Finished College	42	7	53	9
Masters or Ph.D. Degree	14	2	21	3
Don't Know or Missing	122	20	188	31
Totals	613	100%	613	100%

Parents' Occupations

Those who reported their parents' occupations described the jobs according to the following classifications listed in Table 7.

Table 7

Parents' Occupations

	Mother/Female Guardian		Father/Male Guardian	
Titles	f	%	f	%
Clerical	98	16	4	1
Craftsman	14	2	96	16
Farmer	13	2	19	3
Laborer	24	4	63	10
Manager	34	6	57	9
Operator	46	8	80	13
Professional (Accountant,Artist,etc)	42	7	34	6
Professional (Clergy,Dentist,etc)	8	1	13	2
Owner of Business	2	.3	11	2
Protective Service	3	.5	10	2
Sales	15	2	21	3
School Teacher	26	4	6	1
Service	39	6	5	1
Technician	9	2	13	2

Other occupations listed on the questionnaire (homemaker, military) or the category "never worked" or "don't know" were not Given a numeric score when calculating SES. Refer to Appendix C for the numerical coding system used for parents' education and occupation.

Household Possessions

Another indicator of SES was the quantity of household possessions owned. Students' household possessions are reported in Table 8. The most frequently owned possession was a color TV, with 98% of the students having one in their home. The compact disc player was the least popular possession, with 27% having one in their home.

Table 8

Household Possessions Owned

Item	f	%
Place to Study	371	61
Daily Newspaper	514	84
Encyclopedia	533	87
Typewriter	492	80
Electric Dishwasher	287	47
Two or More Cars or Trucks	535	87
More Than 50 Books	512	84
Room of Your Own	521	85
Pocket Calculator	591	96
Color TV	599	98
Microcomputer or Minicomputer	249	41
Video Tape Recorder	564	92
Compact Disc Player	165	27

Socioeconomic Scores

The computed socioeconomic (SES) scores ranged from -2.88 to 1.96, with a mean score of .065. Students with higher scores had a higher socioeconomic status. That is, the students' parents had a higher education (Ph.D. or Masters degree), a higher status job (dentist, physician), and own more household possessions. Table 9 shows the socioeconomic status scores by schools. Students from Port Clinton had higher socioeconomic scores than students from the other four schools, with a mean score of .23. Students from Lakota had the lowest socioeconomic scores, with a mean score of -.19. The difference between mean scores on socioeconomic status was significantly different between schools. Table 9 shows the results of the analysis of variance between socioeconomic status scores and schools. Based upon the post-hoc analysis, using the Tukey multiple range test, two pairs of schools were different. Port Clinton and Lakota students had

statistically different scores on socioeconomic status. Likewise, Fremont Ross and Lakota students had statistically different scores on socioeconomic status. No other differences were noted among pairs of other schools.

Table 9

Analysis of Variance Between Schools and Socioeconomic Status

	Schools				
	G	C	P	F	L
n	33	70	70	155	57
Mean	.13	-.05	.23	.12	-.19
Standard Deviation	.67	.61	.63	.69	.58

Source	df	SS	MS	F	p
Between Groups	4	7.23	1.81	4.3	.002
Within Groups	380	158.81	.42		
Total	384	166.04			

G=Gibsonburg
C=Clyde
P=Port Clinton
F=Fremont Ross
L=Lakota

Reasons for Not Enrolling in Vocational Education

The 613 students in the sample were asked to respond to an open-ended question concerning their reasons for not enrolling in a vocational education class. Students could list as many reasons as they desired. When the data were analyzed, 976 reasons were listed. Twenty-two categories were developed and are listed below in rank order, along with direct student quotes and the percent of responses in each category.

1. **I plan(ned) to go on to college and get a good education.** "I want to go to college and be a business major." "I like high school better." "A Voc-ed School wouldn't help in my future career (Law)." "Following what my father and mother

did, later I will be going to college." "Don't think you could go to college if you enrolled." "I was interested in college packet that showed me what classes I should take if I want to go further." "Better job opportunity with 4-year degree." Wanted a high score on SAT." "I wanted a solid background that could get me into professional college." "Want to attend college instead of work." "I wanted to go to college with vocational education I felt it will not get me ready." "I prefer to have a basic education that will give me a good foundation for college."

12.3%

2. **Vanguard JVS has a poor image.**
"Too many drugs." "Too many knives." "It is known as a stoner school." "I am sure it is not a good school." "Scuzzy people go there." "People with bad grades go there." "JVS does not appeal to me." I don't like the school." "When someone goes from Lakota high school they are treated bad." "Vanguard-Sentinel JVS is full of drug dealers." "Has bad name." "I want to be in an academic school and not a trade school." "Too many drugs and fights there." "I want to go to a real school." "All the drugs flowing around."

12.09%

3. **Vocational education does not meet college requirements.**
"I want to take college prep. classes." "I think taking college prep. classes is more important." "JVS don't have college prep. as Gibsonburg high school." "It doesn't prepare you for college." "I have decided to go college prep. route." "I need credit for college." I wasn't sure I wanted to learn work, instead I wanted to take educational classes."

9.22%

4. **It didn't offer classes that I'm interested in.**

"The JVS somewhat does not have the education that interests me." "Voc-ed didn't interest me." "Vocational education classes are boring." "Tried not to take boring classes." "No interest in vocational job." "I am not mechanically minded." "Want to provide myself with the knowledge of today's world."

8.2%

5. **Vocational education limits my choices.**
"Don't have what I want to go to school for." "Didn't offer what I had in mind for a career." "JVS do not have the field of study I need." "Vocational classes doesn't deal

with my career." "Want to learn more than a skill." "JVS didn't offer well balanced education." Vocational school doesn't offer Ph.D."

7.27%

6. **I have a poor image of vocational education students.**
"People over there look terrible." "Not interesting people go there." "Trouble makers and stoners." "Scared of Vanguard Sentinel-JVS." "People say Vanguard Sentinel-JVS is for druggies." "I don't like people in vocational school." "The students are not well-educated." "The students have bad reputation for burnout." "The students are nobody-losers." "Attitudes of students sucks." "A lot of negroes." "People who don't get good grades." "Only depressed people go there." "All drug looking people."

7.17%

7. **I didn't want to leave my friends.**
"I wanted to stay at Ross with my boyfriend." "I want to be with my friends." "I want to stay at high school where I know everybody." "My boy friend is here." "I would miss my friends and I thought I would get more out of Lakota high school." "My friends are here and I don't know many people at the other school."

6.76%

8. **I don't want to change schools.**
"I can graduate early if I stay here at Fremont Ross." "I like high school a lot." "I like stay at Ross because there are more structures." "I like it at Ross." "More interested at Clyde." "My last year of school." "I had all the things I need here and could learn more here." "I want to stay and have fun in high school."

5.12.%

9. **I just don't want to go.**
"Don't really want to go to Vanguard-Sentinel-JVS." "I did not want to go." "I didn't want to go, instead, I will rather go to Ross high school." "I really don't want to go."

4.61%

10. **My parents advised me against enrolling in Vanguard vocational education classes.**
"Parent's didn't want me to." "My parents are against my going there." "Mom wouldn't allow it, because Vanguard-Sentinel JVS has had a reputation among youths." "My

father wouldn't let me because there isn't enough education there."

4%

11. **Vocational classes are too easy or not challenging.**
"I will get a better education at a regular high school." "The JVS education is not as good as in a regular high school." "Vocational education didn't seem that hard." "People who go to voc-ed do that so they don't have to study a lot." "People that go to vocational school are not my type of people." "My SAT was too high for voc ed school."

3.69%

12. **There was a lack of information about the Vanguard JVS.**
"I don't know what to take." "I came in late to school." "I don't know much about it." "Didn't understand how to enroll." "No one ever told me about it."

3.59%

13. **No sports opportunities.**
"They don't have physical therapy classes." "I want to go on to college with an athletic scholarship." "Too hard to participate in sports and attend JVS."

3.28%

14. **Vocational education is a waste of time.**
"I didn't feel I need the classes they offer at Vanguard Sentinel JVS." "It wasn't a necessity." "The programs they offer doesn't satisfy me, I'd rather go to normal high school." "It would be stupid for me to enroll." "Not interested in extra education." "I was going to go, but really never got to it and plus I thought they have mainly the same as we do over here." "Classes attended at high school were more important than voc-ed." "I don't think their courses count for college credit."

2.77%

15. **I plan(ned) to attend at the vocational school and take vocational education classes.**
"I am a junior and would like to take my senior classes at Vanguard-Sentinel JVS."

2.0%

16. **I don't want a vocational type of job.**
"It is a piece of junk." "I don't want to go with a piece of trade." "I don't like to be in the field like those people in vocational education."

1.84%

17. **No reason. I never thought about it.**
"I never really gave it a thought." "I never gave much thought to it." "I didn't think about it."

1.74%

18. **No reason to enroll in vocational education.**
"Didn't think it was for me." "It is not a place for me." "No successful people come from there." "My major is not a vocational school." "I didn't want to decide my career after high school." "I already know what I wanted to do to teach theater and singing." "I don't think it will benefit me."

1.74%

19. **There was a scheduling problem.**

"I couldn't fit vocational education classes into my schedule." "All the classes I wanted to enroll was filled." "No room in schedule." "I don't want to give up my English Class." "I needed other classes for college, so there wasn't room in my schedule." Didn't want to interrupt normal school day." "Had too many courses in high school."

1.64%

20. **Vocational education is expensive.**
"The expenses of a beautician." "I don't want to drive that far." "Too far away." "Not enough money for the classes I wanted to be in." "I don't have much cash, welfare doesn't cover it."

1.23%

21. **My friends didn't go to Vanguard JVS.**
"I want to go to school with my friends." "All my friends went to high school." "I wouldn't like to be separated with my friends." "All my friends come here." "My friends won't be with me."

.92%

22. **Vocational education classes are too difficult.**
"I did enroll in vocational school but kicked out." "I feared that I wouldn't be able to keep up." "I don't think I can get in."

.3%

Table 10 summarizes in rank order, the 14 reasons for not enrolling in vocational education at their home school. Students were to indicate the extent of agreement with each statement. They could indicate from among the following categories: no concern, little concern, some concern, great concern or I did not think about it. The responses were coded 1 for "no concern" along a continuum to 4 for "great concern". "I did not think about it" was coded separately.

Table 10

Reasons for Not Enrolling in Vocational Education

Rank Order	Reasons	Mean	Extent of Concern *NC	LC	SC	GC	N/A
1.	Plans to attend college	3.18	14%	8%	16%	53%	10%
2.	Behavior of vocational students	2.92	18%	9%	20%	38%	14%
3.	Career choice limitations	2.79	19%	13%	19%	33%	17%
4.	Academic ability of vocational students	2.67	19%	15%	22%	26%	19%
5.	Association with vocational students	2.56	22%	16%	20%	24%	19%
6.	Others students' opinions of vocational students	2.54	24%	16%	20%	25%	17%
7.	Graduation requirements	2.53	27%	13%	14%	28%	19%
8.	Image of program quality	2.35	20%	21%	21%	12%	26%
9.	Teachers' opinions of vocational students	2.27	26%	18%	18%	14%	23%
10.	Image of teacher quality	2.13	25%	18%	17%	9%	31%
11.	Scheduling problems	2.04	33%	18%	13%	11%	24%
12.	Membership in the vocational youth organizations	1.83	35%	13%	11%	7%	35%
13.	The cost of vocational education	1.76	40%	14%	12%	5%	29%
14.	Difficulty of vocational courses	1.62	49%	14%	9%	5%	24%

* NC = No Concern
LC = Little Concern
SC = Some Concern
GC = Great Concern
NA = I did not think about it

The most popular reason for not enrolling in vocational education was that students were planning to attend college. The mean score for that reason was 3.18, indicating that students had some concern about their plans to attend college as being a reason for not enrolling in vocational education. Students indicated little to no concern about the difficulty of vocational courses as being a reason for not enrolling in vocational education.

Vocational Classes at the Home School

Students were asked to think back to the time when they decided what classes to take in high school. They were asked to indicate how informed they were about vocational classes offered at their home school. Six percent (35 students), responded by indicating that they were not informed at all. Fifty-nine percent (360 students) indicated they were slightly informed. Thirty-five percent (212 students) indicated they were very informed. Students were asked if they ever seriously considered enrolling in vocational classes at their home school. Thirty percent (182 students) indicated they had considered enrolling, while seventy percent (427 students) said they had not considered enrolling.

Reasons for Not Enrolling at Vanguard JVS

Table 11 lists the reasons, in rank order, that students do not enroll at the Vanguard JVS. Ten reasons were presented to the students. They were asked to indicate the extent of agreement with each item. The categories included: no concern (coded 1), little concern (coded 2), some concern (coded 3), great

concern (coded 4) and I did not think about it (coded separately). The most popular reason for not enrolling at Vanguard JVS was that the home school will better prepare a student for college. Students indicated that they had some concern that this was a reason for not enrolling at Vanguard JVS.

Table 11

Reasons for Not Enrolling at Vanguard JVS

Rank Order	Reasons	Mean	Extent of Concern *NC	LC	SC	GC	N/A
1.	Home school will better prepare a student for college	3.17	13%	8%	13%	48%	18%
2.	Unwilling to leave my friends at my home school	2.91	17%	13%	16%	39%	15%
3.	Association with students from the JVS	2.55	22%	18%	18%	24%	18%
4.	The image of the JVS	2.53	21%	18%	17%	23%	21%
5.	Unable to participate in sports at my home school	2.41	30%	12%	11%	26%	22%
6.	Loyalty to my home school	2.39	28%	14%	13%	23%	23%
7.	Unable to participate in extracurricular activities	2.36	33%	10%	11%	25%	22%
8.	The programs offered at the JVS	2.26	27%	17%	15%	16%	26%
9.	Classes are out too late in the day at the JVS in order to work after school	1.79	40%	14%	11%	7%	29%
10.	Difficulty with transportation to the JVS	1.65	48%	12%	10%	6%	25%

* NC = No Concern
LC = Little Concern
SC = Some Concern
GC = Great Concern
N/A = I did not think about it

Thoughts About Vocational Education

Students were asked to respond to an open-ended question regarding their thoughts when they think about vocational education. The 613 students could list as many thoughts as they wished. There were a total of 853 thoughts listed. They were categorized into positive, negative, and neutral thoughts. Twenty-six percent of the thoughts were positive, fifty-five percent were negative and eighteen percent were neutral. The categories are listed below in rank order, along with student quotes and percentages in each category.

Positive (26.4%)

1. **Vocational education is fine for students who do not go on to college.**
   "My thoughts are that it is great for someone who plans not to be going to college." "If a person isn't going to attend college, vocational education is good way to get education in a job field. I think it is good for those who don't intend to go to college." "It is a good opportunity for people who aren't going to attend college to pick up some skills before entering the business world."

   7.9%

2. **Vocational education trains students for a specific type of job.**
   "Good program that teaches specific trade and college preparation." "I think vocational education as specific training in a certain career. You are taught exactly how to do one specific thing." "I think Vanguard is great place to go to if you really wanted to learn about a specific course. I think of classes highly specialized in one area." "I think of classes that are preparing you for a specific career."

   4.9%

3. **Vocational Education provides a good learning experience and opportunity.**
   "Seems to be a good way to get experience. People seeking an education with hands-on experience." "Having hands-on experience in a course of study for a job career. I feel

that it would have been a good way for me to experience exactly what I was looking for in my future plans." "I think you go there to study whatever and broaden your knowledge mainly in whatever you would like to pursue after high school, so you could be more informed."

3.0%

4. **Vocational education prepares students for a career directly after high school.**
"A school to prepare you for work immediately after high school." "Training for out of school work." "I think it is for people who plan to work right after high school."

3.0%

5. **Vocational education could help you in the future.**
"A start at the life you want to pursue in the future. Prepares you more for the future." "I think vocational schools are for those who get an interest in the classes that they will like to have a future job." "It sounds like an easy way out of junior and senior years but then it also helps students prepare for their future."

3.0%

6. **Vocational education helps a student become better qualified for a career.**
"I think of some place for people to go if they want to become better qualified for a specific career." "A place where they learn more on a specific trade, something like hair styling or carpenter." "It's a good way to help get you better prepared for your career especially if what you are taking is what you want."

2.4%

7. **I want to or plan to take vocational education courses.**
"I think it is a good thing we have vocational education because I'm enrolling next year. I think it will help greatly." "I really would like to go to a vocational school but a lot of the courses that I want are not offered over there." "I really like it and I'm gonna be there next year."

1.1%

8. **Vocational education is interesting, fun or exciting.**
"Well, I think it would be fun, but I would like to be a registered nurse." "Vocational education seems like it would be very interesting for someone who has classes over there." "There are many good and fun career classes to take and at once wanted to attend, but something changed my

mind." "I think it would be fun, maybe boring sometimes, but exciting."

1.1%

Negative (55.5%)

1. **Vocational education is for troublemakers. It has a bad reputation and poor image.**
"It's O.K. if you live to complete your education without getting killed by troublemakers." "When I think of these classes, I think too much about troublemakers that ruin the college." "It's kind of scary when you think about it because almost everybody who goes there gets busted for smoking." "Honestly, vocational schools have bad reputations because of the students that attend there."

12.2%

2. **Vocational education is alright for some, but it is not for me.**
"I think it is O.K. but I don't like the kind of people who go there or the way they act." "I think that it would be alright for some people but I really am not interested right now." "Vocational education isn't that bad; I just don't want it, I would rather finish out regular high school."

11.0%

3. **Vocational education is the easy way out. It is not challenging.**
"I think it is a place for the easy way out. The students aren't very academically inclined." "I think it's just a way for some kinds to get out of a little school. Also a lot of kids go there because they think it is so easy." "Very easy academic classes. I think that most of the people who go to Vanguard are stupid and only go there so they can skip a grade."

7.1%

4. **Vocational education did not interest me.**
"Vanguard just doesn't thrill me. I have no interest to go there." "I am not interested in vocational education. Most of the jobs available are those fields where you cannot make much money." "I am going to play sports, Vanguard doesn't offer a thing that I'm interested in."

6.7%

5. **Vocational education is for low income, low intelligence students.**
"I think it is for dumbs with low GPA, who can't pass regular high school." "I think it is for people who haven't enough intelligence or talent for other careers. Low IQ people." "I think of people who don't have enough money so they work or learn to work at vocational school to earn the money. I think you go there to learn a trade just in case you cannot afford college."

6.3%

6. **Vocational education limits your knowledge about career choices.**
"I think of all the limitations of all the other occupations I could check out." "Limited amount of classes and knowledge." "Basically vocational education is a great idea for people with limited options. I want to go into a big career and it is not offered at vocational schools."

4.9%

7. **Vocational education is a waste of time.**
"It is a waste of time and an easy way out." "It is a waste of my time. The teachers' time, the students' time. So many people go in good and come out bad."

2.6%

8. **Vocational education does not offer courses required for college preparation.**
"I plan to go into a very academically advanced career. I need classes and courses not offered at vocational school." "I plan to major in psychology, therefore vocational education doesn't prepare you for that." "What I want to do is not offered at Vanguard. Vocational education does not deal with my career."

2.4%

9. **Vocational education is like working for half a day and then taking classes for half a day.**
"You go to a different school during part of the day, then come back and work for half a day." "You go to school to learn one thing, the career you want. Go to school part of the day and work the rest." "Working half day while in school."

1.2%

10. **Vocational education classes are too difficult.**
"An auto mechanic class, engineering and other difficult classes." "When I think of vocational school, I think about working with cars or few materials. Being all dirty from a

hard day's work. That will be too difficult for me."

1.2%

Neutral (18.1%)

1. **I never thought about vocational education.**
"I didn't give it much thought." "I don't think about it very often." "I never really pondered much about them."

9.1%

2. **I do not know anything about vocational education.**
"I don't know too much about it." "I don't know anything about vocational education." "I don't know about it, very new to me."

7.8%

3. **Vocational education reminds me of vocational agriculture and farming.**
"I think of farmers and something like that." "I think of FFA and wood shop."

1.2%

Thoughts About Vanguard JVS

Students were also asked to give their thoughts when they think about the Vanguard JVS. Students could list as many thoughts as they wished. There were 636 responses. The responses were categorized into positive, negative and neutral categories. Twenty-six percent of the responses were judged to be positive, while forty-seven percent were judged to be negative and twenty-six percent were judged to be neutral. The categories are listed below in rank order, along with student quotes and percentages in each category.

Positive (26%)

1. **Vanguard JVS is a nice place. It's unique.**
"It's fine, teachers seemed nice." "It was nice." "I already did, it is a nice place to attend school." "It's an

ok school." I thought it's fun." "It seemed like a really good school."

6.29%

2. **Vanguard JVS provides a good career learning experience for people who want to know a trade.**
"It's a place for people who have an idea on what they would like to do. It gives them experience." "Part-time job and schooling." "It's a great chance to get hands on training." "Vanguard is good for voc-ed." "It's a good program for people who want to get hands on training." Good career experience." "I thought it would teach me more so I don't get lost in college. "I thought they have a program area that I wanted to get into. I think it's good school for people going into skilled labor area." "School for people who want to enter the work force right after graduation." "It is a good school if you want to know trade." "Vanguard is for farmers, cooks and contractors."

5.5%

3. **Vanguard JVS provides a variety of career opportunities.**
"Good opportunities, but things didn't work out for me." "I think it's good cause you could take their program for career." "It sounds like good place to go and learn what you can do in a career you want to go into." "Learning to do a trade you are interested in." "It provides you with job training in career of your choice." "I think it could be ok to be at Vanguard, Vanguard has a lot to offer in courses."

4.72%

4. **Vanguard JVS is fine for students who don't want to proceed to college.**
"It prepares you good if you don't want to go on to college." "It's for people who don't want to go to college and want training in something instead." "It's just for people who don't plan on going to college and just working after graduation." "It's for people who don't really care about bettering themselves or for people who can't afford to go to college." "It prepares for your occupation." "If you don't want to go to college." "A bunch of shop classes for people not going to college."

4.72%

5. **Vanguard JVS trains students for specific types of careers.**
"Trades." "It's a place for kids to go and learn specific items about certain occupation." "It has a good program, but non-formal." "It's fine if you have college plans and

are serious in specific field." It offers only minimum wage jobs." "Specific place to learn a trade."

3.15%

6. **Vanguard JVS is interesting, exciting and different from regular high school.**
"It sounds like fun." "I think it's good place to go if you have an interest in one of the classes you want so it can be your future goal." "I think of it as a high school, but a little different." The classes you can take vary greatly and seem like it would be fun."

2.36%

Negatives (47.33%)

1. **Vanguard JVS is for troublemakers. It has a bad reputation and poor image."**
"It's a place to work and get into fights and get dirty and go home without taking a shower." "It has poor disciplinary reputation." "Stoners - druggies." "I don't like the people that go there, because they have ruined Vanguard image." "SAD." "A very uncomfortable school." "I like the school, but just the kids in it." "I think it is a very poor place where burners go and drug users go." "I think it needs to be clean-up. "I don't want to be associated with Vanguard." "Drugs and alcohol when I think of JVS, I think of bunch of pot heads who have no future." "Drugs too much circulating." Drugs, homos, and negers." "A bunch of stoners want to make a living." "Violence." "The students are wild and don't want to take school seriously." "They offer classes, but their image is often stereotyped by others." "Vanguard sucks." "Lousy promises hope to hopeless students and give them nothing." "I'm upset that such a perfect opportunity for me was ruined at Vanguard by students who don't care about themselves." "Rotten place, I wouldn't want to attend." "A living hell, I wouldn't want to attend." "I don't like the people who attend there and it is a poor environment to get an education." "I think about motor heads who work on cars all the time, and who have no life. "I don't like Vanguard because when my brother went there he got into drugs."

14.15%

2. **Vanguard JVS is an easy way out. It's not challenging.**
"I think of it as a school to go to if you can't handle regular high school." "From what I see it's a joke." "There are a bunch of dead heads there." "It finds you jobs that requires little or no mind." "A place stoners and dropouts go." "Very easy to get good grades." "Most people

go there to have a good time rather than to learn." "It's an easy way out of school." "It's for kids who want to take an easier route to graduation - some but not all." "I think most people that go to Vanguard are stupid and only go so they can skip a grade." "I feel that are too many druggies, too many students go to Vanguard just to be put in higher grade levels." "I thought of trouble makers that go there because it's easy." "Looser." "I think Vanguard would be easy." "Most of the people that go there are not smart, most of scumbs and druggies go there." "Easier classes." "Classes are easy to pass." "Lower academics, hard to find jobs." "Easy classes for lazy people." The people don't want to be educated, they can't handle 8 hours of classes (real classes)." "Gang of kids who run around skipping classes, hanging out in a corner with 'babes' having a good old time." "It is for people who are not bright."

11.79%

3. **Vanguard JVS doesn't have what I'm interested in.** "I don't want to go there." "Don't want to go." "I don't like it." "I'm not interested." "I don't like it, I don't want to be part of it, don't want to in anyway part of students of Vanguard." "The place is a hole, and just about the only people who go are either too stupid to stay in regular high school." "I really don't like the quality of the courses, I don't want to attend cause I wasn't interested in the courses they offer."

5.5%

4. **Vanguard JVS is alright for some people but it's not for me.** "I don't think it's for me." "It's alright, but I don't like vocational school." "A good program for a person serious looking for a career. In the area provided by JVS." "I think it's a great opportunity for some kids." "It's for people who can't handle regular high school." "Good for some but not for me."

5.5%

5. **Vanguard JVS is for low income and under achieving students.** "Low-life, drug addicts, people without intellect, and general ignorance." "It's for low-lifes who aren't smart enough to get good grades in normal classrooms." "I think of less fortunate people." "I think of my friends who really want to learn compared to those who go to Vanguard to pass, I hope they succeed." "A bunch of kids that don't do well in high school go there."

5.5%

6. **Vanguard JVS narrows my exposure to other types of careers.** "My thought of Vanguard is that it didn't offer anything in my career area." "I want to learn skills but academics come first." "It doesn't have what I need."

   3.3%

7. **Vanguard JVS does not offer college preparatory courses.** "I'd never go there and neither would any of my friends." "Vanguard in my own opinion is not for college prep. students."

   1.57%

Neutral (25.94%)

1. **I never thought much about attending Vanguard JVS.** "I have never considered going there." "I don't think about it." "I have none." "I really have no thought about it because I know I don't want to go there plus there is no reason for me to go there." "No thoughts." "JVS never crossed my mind."

   14.94%

2. **I don't know anything about attending Vanguard JVS.** "Never heard of it." "Don't know about it." "Don't know what it is." "Never heard of JVS." "What is JVS?"

   8.65%

3. **I don't know much about Vanguard JVS.** "I don't know much about it." "I don't really know much about it to really judge it fairly." "Wasn't sure it was for me."

   2.36%

Images of Vocational Education

Students' images of vocational education was described by a composite score, taking the list of 14 reasons for not enrolling in a vocational program at their home school. Students responded whether the reason was of no concern (coded 1), little concern (coded 2), some concern (coded 3), great concern (coded 4) or if

they did not think about it (coded separately). Those who were greatly concerned with the reasons (higher composite scores) were judged to have a negative image of vocational education. Those responding that they had no concern with the reasons (lower composite scores) were judged to have a positive image of vocational education. Scores ranged from 1 to 56. The mean score for all students was 27.58. Table 12 shows the mean scores, standard deviations and number of students for each school.

Table 12

Students' Images of Vocational Education

	Mean	Standard Deviation	Cases
Gibsonburg	24.56	12.51	39
Clyde	27.37	10.00	109
Port Clinton	27.62	10.00	116
Fremont Ross	28.05	9.68	233
Lakota	27.92	11.07	78
Total	27.58	10.21	575

Of the five schools, students at Gibsonburg had the least negative image with a mean score of 24.56. Students at Fremont Ross had the most negative image of vocational education with a mean score of 28.05.

Images of the Vanguard JVS

Students' images of the Vanguard JVS were determined by computing a composite score. Students were asked to respond to a set of ten reasons for not enrolling at the Vanguard JVS. Students responded whether the reason was of no concern (coded 1), little concern (coded 2), some concern (coded 3), great concern

(coded 4) or if they did not think about it (coded separately). Those who were greatly concerned with the reasons (higher composite scores) were judged to have a negative image of the Vanguard JVS. Those with no concern, (lower composite scores) were judged to have a positive image of the JVS. Scores ranged from 1 to 40. The overall mean score for this image score was 20.62. Table 13 shows that the students from Lakota have the most negative image of the JVS as is evidenced by the mean score of 23.18. The students from Fremont Ross have the least negative image, with a mean score of 19.69.

Table 13

Students' Images of the Vanguard JVS

	Mean	Standard Deviation	Cases
Gibsonburg	19.90	7.94	39
Clyde	20.54	7.82	103
Port Clinton	21.14	8.22	111
Fremont Ross	19.69	7.02	223
Lakota	23.18	8.46	74
Total	20.62	7.75	550

Experiences at Vocational Schools

On the questionnaire, students were asked whether they had ever attended classes at a vocational school (JVS) on a regular basis. This was to determine if some of the students may have been enrolled in previous years, or earlier in the school year and returned to their home school. Five percent (31 students) responded that they had previously been enrolled on a regular basis. Ninety-four percent (578 students) indicated they had not previously been enrolled.

Students were also asked if they had toured the Vanguard JVS prior to their junior year of high school. Forty-three percent (261 students) said yes, while fifty-seven percent (349 students) said no.

When directly asked if they ever seriously considered attending Vanguard JVS, twenty-two percent (134 students) said yes, while seventy-eight percent (475 students) said no.

Future Occupations

Students were asked to indicate if they had selected their future occupation. Sixty-four percent (391 students) said yes, while thirty-five percent (215 students) said no. Of those who had selected a future occupation, students were asked to specify in writing their future occupation. The respondents could indicate as many responses as they wished.

The occupations that students chose for their future are listed below in rank order.

	Future Occupation	f
1.	Teacher	35
2.	Business Person	32
3.	Doctor	28
4.	Military	19
5.	Accountant	19
6.	Nurse	16
7.	Psychologist	16
8.	Police	15
9.	Engineer	14
10.	Computer Scientist	14
11.	Mechanic	12
12.	Lawyer	11
13.	Musician	9
14.	Broadcaster	9
15.	Fashion Designer	9
16.	Electrician	7
17.	Secretary	7
18.	Sports Person	6

19.	Agriculturalist	6
20.	Cosmetologist	6
21.	Artist	5
22.	Marine Biology	5
23.	Child Care	4
24.	Pilot	4
25.	Photographer	4
26.	Physical Therapist	4
27.	Carpenter	3
28.	Brick Layer	3
29.	Architect	3
30.	Legal Secretary	3
31.	Pharmacist	3
32.	Travel Agent	3
33.	Interpreter	3
34.	Chef	2
35.	Contractor	2
36.	Housewife	2
37.	Sports Coach	2
38.	Flight Attendant	2
39.	Social Worker	2
40.	Dancer	2
41.	Hotel Manager	2
42.	Actor	2
43.	Welder	1
44.	Barber	1
45.	Craftsman	1
46.	Stockbroker	1
47.	Pastor	1
48.	Cake Decorator	1
49.	Cartoonist	1
50.	Movie Producer	1
51.	Journalist	1
52.	Public Relator	1
53.	Aerospace Technology	1
54.	Hunter	1
55.	Wild Life Ranger	1
56.	Physicist	1
57.	Psychiatrist	1
58.	Drafter	1
59.	Meteorologist	1
60.	Stenographer	1
61.	Insurance Agent	1
62.	Pornman	1
63.	Plumber	1
64.	Mailman	1
65.	Banker	1
66.	Technician	1
67.	Advertiser	1

Relationships Between Schools and Students' Characteristics and Students' Images of Vocational Education and Vanguard JVS

The relationships between five student characteristics: 1) gender, 2) curriculum choice, 3) race, 4) where a student lives and 5) socioeconomic status and students' images of vocational education and the Vanguard JVS were explored. Reasons students do not enroll in vocational education and the Vanguard JVS are based on students' images. Two measures of students' images were explored in order to define the reasons for not enrolling. The measures were obtained from questions on the student questionnaire. A 4-point Likert scale was used with a 4 indicating they were greatly concerned with the statement, while a 1 indicated they had no concern. Higher scores indicated that the student had a poorer or more negative image of vocational education or of the Vanguard JVS. That is, if they had a great concern for the reasons listed on the questionnaire as a factor for not enrolling, then they had a poorer image of vocational education or of the Vanguard JVS.

Schools

Table 14 shows the analysis of variance, mean scores and standard deviation for students' images of vocational education and the Vanguard JVS. There was a statistically significant ($p<.05$) difference in mean scores between students at the five schools. The Tukey multiple range test revealed the difference was between students attending Fremont Ross and Lakota high schools.

Table 14

Analysis of Variance Between Schools and Images of Vocational Education and Vanguard JVS

Images of Vocational Education	Schools G	C	P	F	L
n	39	109	116	233	78
Mean	24.6	27.4	27.6	28.1	27.9
Standard Deviation	12.5	10.0	10.0	9.7	11.1

Source	df	SS	MS	F	p
Between Groups	4	420.8	105.2	1.0	.40
Within Groups	570	59,449.1	104.3		
Total	574	59,869.9			

Images of Vanguard JVS	Schools G	C	P	F	L
n	39	103	111	223	7
Mean	19.9	20.5	21.1	19.7	23.
Standard Deviation	7.9	7.8	8.2	7.0	8.5

Source	df	SS	MS	F	p
Between Groups	4	728.2	182.1	3.08	.02
Within Groups	545	32,208.9	59.1		
Total	549	32,937.1			

G=Gibsonburg
C=Clyde
P=Port Clinton
F=Fremont Ross
L=Lakota

Gender

Table 15 shows the mean scores, standard deviations and analysis of variance for students' images of vocational education and the Vanguard JVS by gender. There was was not a statistically significant ($p<.05$) difference in mean scores between male and female students. Females had a mean score of 26.98 on the image of vocational education, while males had a mean score of 28.27. Males had a more negative image of vocational education than did females. On the image of the Vanguard JVS, females had a mean score of 20.72, while males scored 20.54. Females and males tended to have similar images of the Vanguard JVS.

Table 15

Analysis of Variance Between Students' Gender and Images of Vocational Education and the Vanguard JVS

Images of Vocational Education			Gender		
			Female	Male	
n			280	293	
Mean			26.98	28.27	
Standard Deviation			9.97	10.35	
Source	df	SS	MS	F	p
Between Groups	1	238.6	238.6	2.3	.13
Within Groups	571	58981.6	103.3		
Total	572	59220.2			
Images of Vanguard JVS			Gender		
			Female	Male	
n			265	283	
Mean			20.72	20.54	
Standard Deviation			7.57	7.94	
Source	df	SS	MS	F	p
Between Groups	1	4.5	4.5	.07	.79
Within Groups	546	32923.1	60.3		
Total	547	32927.5			

Curriculum Choice

Table 16 indicates the mean scores, standard deviations and analysis of variance for students' images of vocational education and the Vanguard JVS by curriculum choice. Students were classified as either general or academic (college preparatory) curriculum choice.

Students following an academic curriculum had similar images of vocational education and of the Vanguard JVS as students following a general curriculum. There was not a statistically significant difference ($p<.05$) in mean scores between general and academic curriculum choice students on images of the Vanguard JVS.

Table 16

Analysis of Variance Between Students' Curriculum Choice and Images of Vocational Education and the Vanguard JVS

	Curriculum Choice	
Images of Vocational Education	Academic	General
n	371	126
Mean	27.6	27.4
Standard Deviation	10.2	10.3

Source	df	SS	MS	F	p
Between Groups	1	3.0	3.0	.03	.87
Within Groups	495	51,853.4	104.8		
Total	496	51,856.4			

	Curriculum Choice	
Images of Vanguard JVS	Academic	General
n	356	125
Mean	20.8	20.1
Standard Deviation	8.0	7.3

Source	f	SS	MS	F	p
Between Groups	1	45.1	45.1	.74	.39
Within Groups	479	29,375.8	61.3		
Total	480	29,420.9			

Race

Table 17 indicates the mean scores, standard deviations and analysis of variance for students' images of vocational education and the Vanguard JVS by race. There was a statistically significant ($p<.05$) difference in mean scores between the six categories of race and students' images of vocational education. The difference was strongest between the black and hispanic students, according to the post-hoc analysis using the Tukey multiple range test. No other differences among pairs of schools were statisically significant.

However, there was not a statistically significant ($p<.05$) difference in mean scores between the six categories of race and students' images of the Vanguard JVS. The reader needs to take note that there were few students in the Asian, Native American and Other races.

Table 17

Analysis of Variance Between Students' Race and Images of Vocational Education and the Vanguard JVS

Images of Vocational Education				Race			
		Asian	Black	Hispanic	Nat.Am.	White	Other
n		4	25	42	6	485	7
Mean		25.0	22.6	31.8	24.3	27.5	28.0
Standard Deviation		13.7	8.1	9.6	6.8	10.2	9.5
Source	df	SS		MS	F		p
Between Groups	5	1475.2		295.0	2.9		.01
Within Groups	563	57363.2		101.9			
Total	568	58838.4					

Images of Vanguard JVS				Race			
		Asian	Black	Hispanic	Nat.Am.	White	Other
n		4	25	40	5	465	6
Mean		14.8	18.8	21.9	22.6	20.7	17.3
Standard Deviation		13.5	7.0	6.8	4.3	7.8	9.6
Source	df	SS		MS	F		p
Between Groups	5	372.3		74.5	1.2		.29
Within Groups	539	32444.5		60.2			
Total	544	32816.8					

Students' Residences

Table 18 summarizes the mean scores, standard deviations and analysis of variance for students' images of vocational education and the Vanguard JVS by students' residences. There was no significant ($p<.05$) difference in mean scores of students who lived in different locations with their images of vocational education and the Vanguard JVS.

Table 18

Analysis of Variance Between Students' Place of Residence and Images of Vocational Education and the Vanguard JVS

Images of Vocational Education	Place of Residence			
	Farm	Rural	Suburb	City
n	61	155	88	270
Mean	28.0	27.2	27.3	27.9
Standard Deviation	11.0	10.4	10.0	9.9

Source	df	SS	MS	F	p
Between Groups	3	73.5	24.5	.24	.87
Within Groups	570	59239.5	103.9		
Total	573	59312.9			

Images of Vanguard JVS	Place of Residence			
	Farm	Rural	Suburb	City
n	60	148	86	255
Mean	21.1	20.8	21.0	20.3
Standard Deviation	8.0	7.5	8.3	7.7

Source	df	SS	MS	F	p
Between Groups	3	62.6	20.9	.35	.79
Within Groups	545	32867.6	60.3		
Total	548	32930.2			

Socioeconomic Status

Table 19 shows the relationship between students' socioeconomic status and images of vocational education and the Vanguard JVS. A Pearson correlation coefficient was calculated for the relationships. There are low relationships between students' socioeconomic status and images of vocational education and images of the Vanguard JVS.

Table 19

Relationships Between Socioeconomic Status and Images of Vocational Education and Vanguard JVS

	Socioeconomic Status
Image of Vocational Education	r=.05
Image of Vanguard JVS	r=.18

Influencers on Not Enrolling at the Vanguard JVS

Table 20 indicates in rank order, the people who most influenced the students when making their decision to not enroll in the Vanguard JVS. Students were asked to indicate on the questionnaire by responding "yes" or "no" if they had discussed with the people listed, their decision to not enroll at Vanguard JVS. If the student indicated "yes", that is, they had discussed enrolling at Vanguard JVS with that person, they were also asked to indicate to what extent they had been influenced by that person. The levels of extent of influence included: greatly discouraged me, somewhat discouraged me, neither discouraged nor encouraged me, somewhat encouraged me and greatly encouraged me.

Fifty-three percent of the students indicated that they had discussed their decision to not enroll in Vanguard JVS with their friends. Friends were the most consulted persons. Of those that discussed their decision with their friends, nineteen percent indicated that they neither encouraged nor discouraged them from enrolling. Fourteen percent indicated that their friends greatly discouraged them from enrolling. About five percent were greatly encouraged by their friends to enroll. Eight percent were

somewhat discouraged by their friends to enroll. Seven percent where somewhat encouraged by their friends to enroll.

The least influential person was the athletic coach, with 21% of the students responding that they had discussed their decision to not enroll with him or her.

Table 20

Influencers on Not Enrolling in Vanguard JVS

Rank Order	f	% Yes	* Extent of Encouragement				
			1	2	3	4	5
1. Friend(s)	323	53%	14%	8%	19%	7%	5%
2. Mother/female guardian	297	49%	15%	9%	16%	4%	4%
3. Father/male guardian	271	44%	13%	8%	16%	4%	4%
4. Brother(s)/sister(s)	241	39%	13%	5%	15%	3%	3%
5. Counselor(s)	214	35%	6%	4%	16%	6%	3%
6. Girl/boy friend	197	32%	11%	3%	14%	3%	2%
7. Other relative	195	32%	9%	4%	15%	2%	3%
8. Teacher(s)	171	28%	8%	4%	13%	2%	2%
9. Athletic coach(es)	129	21%	7%	3%	10%	1%	1%

*1 = Greatly discouraged me
2 = Somewhat discouraged me
3 = Neither discouraged nor encouraged me
4 = Somewhat encouraged me
5 = Greatly encouraged me

Future Plans to Attend Vanguard JVS

Students were asked if they would be more interested in attending Vanguard JVS for a one-half day program if they could stay at their current school the other one-half day. Sixty-eight percent (414 students) indicated that they would not be interested in attending Vanguard JVS under this new delivery system. Thirty-one percent (189 students) indicated they would be interested in attending. Two percent (10 students) did not

answer this question. When asked if they would attend a summer school program at the Vanguard JVS to prepare them for their career, the majority said no. Seventy-three percent (448 students) responded no, while twenty-five percent (151 students) said yes.

Likewise, when asked if they would attend a night school program at Vanguard JVS to prepare them for a career, the majority said no. Even more students were opposed to attending a night school program. Seventy-six percent (463 students) responded no, while twenty-two percent (137 students) responded yes.

Students were asked if they could take additional math at Vanguard JVS, would they be more interested in attending. The negative response continued. Eighty-two percent (505 students) said no, while sixteen percent (99 students) said yes.

The students were negative about the thought of taking additional English courses at Vanguard JVS in an effort to interest students in attending. Eighty-eight percent (537 students) said no, while only eleven percent (67 students) said yes.

The students were also not in favor of seeing Vanguard JVS offer a one-half day course on pre-engineering as an incentive to enrolling. Eighty-one percent (496 students) said they would not be interested, while eighteen percent (108 students) would be interested.

Future Classes to Offer at Home School

Students were asked to write in the classes not presently offered at the Vanguard JVS that they would like to see offered at their home school. The following classes are listed in rank order.

Classes Recommended to Offer

Rank Order		Frequency
1.	Cosmetology	12
2.	Psychology	10
3.	Child care - day care	9
4.	Engineering	9
5.	Autobody	8
6.	Mathematic	8
7.	Mechanic	8
8.	Sex education	8
9.	Foreign language	7
10.	Art	6
11.	Auto mechanic	6
12.	Computer	6
13.	Chemistry	5
14.	Drama	5
15.	Accounting	4
16.	Electrician	4
17.	History	4
18.	Nurses	4
19.	Restaurant	4
20.	Science	4
21.	Welding	4
22.	Auto mechanics	3
23.	Calculus	3
24.	Carpentry	3
25.	Drafting	3
26.	Electronics	3
27.	Gym	3
28.	Law enforcement	3
29.	Marketing	3
30.	Medicine	3
31.	Music courses	3
32.	Philosophy	3
33.	Photography	3
34.	Pre-engineering	3
35.	Automotive repair	2
36.	Business	2
37.	Child development	2
38.	Creative writing	2

39.	Dance	2
40.	Design	2
41.	Drawing	2
42.	Home economics	2
43.	Horticulture	2
44.	Jazz class	2
45.	Journalism	2
46.	Law	2
47.	Marriage	2
48.	Masonry	2
49.	Modeling	2
50.	Study Hall	2
51.	Veterinary	2
52.	Agriculture	1
53.	Anthropology	1
54.	Archeology	1
55.	Auto teach.	1
56.	Baking	1
57.	Barbering	1
58.	Biology	1
59.	Christian leadership	1
60.	Cinematography	1
61.	Electrical engineering	1
62.	Engine repair	1
63.	English	1
64.	Fashion Illustration	1
65.	Film Production	1
66.	Finance	1
67.	Food & Services	1
68.	Football	1
69.	Garbage man	1
70.	Government History	1
71.	Health	1
72.	High teach.	1
73.	Hockey	1
74.	Horse teaching	1
75.	Management	1
76.	Nuclear Physics	1
77.	Oceanology	1
78.	Office Procedures	1
79.	Parenting	1
80.	Physical education	1
81.	Physics	1
82.	Printing	1
83.	Radio	1
84.	Real Estate	1
85.	Relations	1
86.	ROTC	1
87.	Social Services	1
88.	Sociology	1
89.	Travel	1
90.	TV	1
91.	Typing	1

92.	Word processing	1
93.	Wrestling	1

Further Education Plans

Students were asked if they plan to enroll in additional education beyond high school. Five percent said no. Fourteen percent said they were not sure. Eight percent planned to continue with their education beyond high school by enrolling in a professional or graduate school. Forty-five percent planned on enrolling in a four year college. Thirteen percent planned on enrolling in a two year technical school. Eleven percent planned on additional education, but did not know which type of school they would attend. Four percent did not respond to this question.

Plans to Enter the Military

Students indicated their plans to enter the military (Ex. army, navy, air force, marines) after high school. Thirty-eight percent indicated that they definitely will not enter. Twenty-three percent said they were not sure. Twenty-one percent said they were not likely to enter, while ten percent said they were likely to enter. Six percent said they definitely will enter the military after high school. Three percent of the students did not answer this question.

Courses to Prepare for Future Occupations

Students were asked to write in which high school courses they thought will most help them to prepare for their future occupations. The following courses are listed in rank order.

	Courses	f
1.	Mathematics	310
2.	English	220
3.	Science	107
4.	Computer	63
5.	Chemistry	50
6.	Accounting	43
7.	History	42
8.	Business	41
9.	Psychology	30
10.	Physics	24
11.	Typing	24
12.	Sociology	20
13.	Art	18
14.	Woodshop	18
15.	Speech	16
16.	Biology	14
17.	Recordkeeping	12
18.	Economics	11
19.	Voc. Agriculture	10
20.	Business Law	10
21.	Anatomy	9
22.	Spanish	8
23.	Home Economics	8
24.	Drama	8
25.	Foreign Language	8
26.	Photographer	8
27.	Office Practice	6
28.	Government	6
29.	Reading	5
30.	Band	5
31.	Humanities	5
32.	Industrial Tech	5
33.	Health	5
34.	Drafting	5
35.	Sex Education	4
36.	Social Studies	4
37.	Mechanical Drawing	4
38.	Physical Education	4
39.	French	4
40.	Music	4
41.	Metal	4
42.	Shorthand	4
43.	B.O.E.	4
44.	French	3
45.	Parenting	3
46.	First Aid	3
47.	Study Hall	3
48.	Hygiene	2
49.	Consumer Maths	2
50.	Single Living	2
51.	Marine Biology	2

52.	Mechanics	2
53.	Carpentry	2
54.	Secretarial	2
55.	Fashion Design	2
56.	Physiology	2
57.	FFA	2
58.	Human Philosophy	2
59.	Gym	2
60.	Geography	2
61.	Engineering	2
62.	Education	1
63.	Drug Abuse	1
64.	Masonry	1
65.	Family Living	1
66.	Stenographer	1
67.	Marketing	1
68.	Architecture	1
69.	Missionary Work	1
70.	Housing	1
71.	Ag. Management	1
72.	Literature	1
73.	Electrician	1
74.	Sec. Education	1
75.	Child Development	1
76.	Cosmetology	1
77.	Contemporary Affairs	1
78.	Clerical	1
79.	Geology	1

SUMMARY IMPLICATIONS AND RECOMMENDATIONS

Purpose and Objectives

The purpose of this study was to investigate factors that influence a student not to enter into a high school vocational curriculum. Due to declining enrollment in vocational education programs, it is necessary to identify reasons why students are not enrolling. The specific objectives of this study were:

1. To describe the characteristics of the students (gender, race, curriculum choice, place of residence, socioeconomic status) who chose not to enroll into a high school vocational curriculum.
2. To describe the reasons students give for choosing not to enroll into vocational education classes and not to enroll at the Vanguard JVS.
3. To describe students' images of vocational education and the Vanguard JVS.
4. To determine the relationships between student characteristics and reasons for not choosing to enroll in vocational education and the Vanguard JVS.
5. To determine who influences students to make decisions not to enroll in the Vanguard JVS.
6. To determine how informed students are regarding vocational education class offerings.
7. To determine the future occupational choices of students.
8. To determine the future educational choices of students.
9. To determine if additional course offerings at the Vanguard JVS would encourage enrollment.
10. To determine if alternative delivery systems at the Vanguard JVS would encourage enrollment.

Limitations of the Study

The results of this research can only be generalizable to non-vocational 11th grade students in the five feeder schools during the 1989-90 school year.

Upon answering the open-ended questions on the student instrument there may have been prompting for students' responses due to the design of the questionnaire. Since a list of potential reasons for not enrolling in vocational education and the Vanguard JVS was provided, students may have been more likely to cite some of these reasons as their response on the open-ended questions.

Methodology

A cluster sample from intact junior English classes from the five feeder schools was selected. Non-vocational students were identified by curriculum choice. Data was collected in February of 1990.

The student instrument had been modified from a research study conducted at The Ohio State University by Rosemarie Rossetti in 1989. The modified instrument was field tested at Westerville North High School. Questionnaires were personally administered by personnel of the Vanguard JVS.

Sample Selected

The five schools that participated in the study included: Gibsonburg, Clyde, Port Clinton, Fremont Ross and Lakota. There were 613 students in the sample that was selected.

Data Analysis

Data were analyzed using the Statistical Package for the Social Sciences on the main frame computer at The Ohio State University. The primary methods of statistical analysis for the questionnaire included: descriptive, correlational and analysis

of variance. For the open-ended responses, data were analyzed by summarizing the responses into categories and tallying the frequencies by hand.

Summary of Findings

School and Student Characteristics

The 613 students in the sample were from five schools. Seventy-eight percent of the sample were enrolled in an academic curriculum, while twenty-two percent were enrolled in a general curriculum. Fifty-one percent of the sample was male, while forty-nine percent was female. The majority of the sample (85%) was White (Caucasian), while 4.6% was Black, 1.3% Other, 1% Native American, 7.4% Hispanic and 0.7% Asian. Most of the students live in the city (47.2%). There were few students (10.8%) who lived on a farm, 26.3% live in a rural area, but not on a farm, while 15.7% live in a suburb.

Socioeconomic Status

As a student characteristic, socioeconomic status was measured using a composite score based upon the parents' education, occupation, and household possessions owned. Seventy-nine percent of the sample lived with their father/male guardian, while ninety-two percent indicated they lived with their mother/female guardian. Forty-three percent of the mothers/female guardians had only a high school education, while thirty-one percent of the fathers/male guardians had only a high school education. Parents worked in a variety of occupations. The most

common household possession owned was a color TV. Students from Port Clinton had the highest socioeconomic scores.

Reasons for Not Enrolling in Vocational Education

Looking at the open-ended responses to students' reasons for not enrolling in vocational education, the following categories were developed.

Categories (rank order)

1. I plan(ned) to go on to college and get a good education. (12.3%)
2. Vanguard JVS has a poor image. (12.09%)
3. Vocational education does not meet college requirements. (9.22%)
4. It didn't offer classes that I'm interested in. (8.2%)
5. Vocational education limits my choices. (7.27%)
6. I have a poor image of vocational education students. (7.17%)
7. I didn't want to leave my friends. (6.76%)
8. I don't want to change schools. (5.12%)
9. I just don't want to go. (4.61%)
10. My parents advised me against enrolling in Vanguard vocational education classes. (4%)
11. Vocational classes are too easy or not challenging. (3.69%)
12. There was a lack of information about the Vanguard JVS. (3.59%)
13. No sports opportunities. (3.28%)
14. Vocational education is a waste of time. (2.77%)
15. I plan(ned) to attend at the vocational school and take vocational education classes. (2%)
16. I don't want a vocational type of job. (1.84%)
17. No reason. I never thought about it. (1.74%)
18. No reason to enroll in vocational education. (1.74%)
19. There was a scheduling problem. (1.64%)
20. Vocational education is expensive. (1.23%)

21. My friends didn't go to Vanguard JVS. (.92%)
22. Vocational education classes are too difficult. (.3%)

Likert scale responses to selected reasons for not enrolling in vocational education include the following top five reasons.

1. Plans to attend college
2. Behavior of vocational students
3. Career choice limitations
4. Academic ability of vocational students
5. Association with vocational students

Vocational Classes at Home School

Six percent of the students indicated that they were not informed at all about vocational classes offered at their home schools. Fifty-nine percent indicated they were slightly informed while thirty-five percent were very informed. Thirty percent indicated they had considered enrolling in vocational classes at their home school, while seventy percent said they had not considered enrolling.

Reasons for Not Enrolling at Vanguard JVS

Potential reasons for not enrolling at the Vanguard JVS were presented to the students. Results of the Likert scale responses show the following top five reasons.

1. Home school will better prepare a student for college
2. Unwilling to leave my friends at my home school
3. Association with students from the JVS
4. The image of the JVS
5. Unable to participate in sports at my home school

Thoughts About Vocational Education

Responses to an open-ended question regarding student thoughts when they think about vocational education were summarized into categories. The responses were judged to be positive (26%), negative (56%) or neutral (18%). The categories and percentages are listed below.

Positive (26.4%)

1. Vocational education is fine for students who do not go on to college. (7.9%)
2. Vocational education trains students for a specific type of job. (4.9%)
3. Vocational education provides a good learning experience and opportunity. (3%)
4. Vocational education prepares students for a career directly after high school. (3%)
5. Vocational education could help you in the future. (3%)
6. Vocational education helps a student become better qualified for a career. (2.4%)
7. I want to or plan to take vocational education courses. (1.1%)
8. Vocational education is interesting, fun or exciting. (1.1%)

Negative (55.5%)

1. Vocational education is for troublemakers. It has a bad reputation and poor image. (12.2%)
2. Vocational education is alright for some people, but it is not for me. (11%)
3. Vocational education is the easy way out. It is not challenging. (7.1%)
4. Vocational education did not interest me. (6.7%)
5. Vocational education is for low income, low intelligence students. (6.3%)

6. Vocational education limits your knowledge about other career choices. (4.9%)

7. Vocational education is a waste of time. (2.6%)

8. Vocational education does not offer courses required for college preparation. (2.4%)

9. Vocational education is like working for half a day and then taking classes for half a day. (1.2%)

10. Vocational education classes are too difficult. (1.2%)

Neutral (18.1%)

1. I never thought much about vocational education. (6.3%)

2. Vocational education reminds me of vocational agriculture and farming. (5.3%)

3. I do not know anything about vocational education. (5.3%)

Thoughts About Vanguard JVS

Responses to the open-ended question regarding students' thoughts when they think about the Vanguard JVS were summarized into categories. The responses were judged to be positive (26%), negative (47%) and neutral (26%). The categories and percentages are listed below.

Positive (26%)

1. Vanguard JVS is a nice place. It is unique. (6.29%)

2. Vanguard JVS provides a good career learning experience for people who want to know a trade. (5.5%)

3. Vanguard JVS provides a variety of career opportunities. (4.72%)

4. Vanguard JVS is fine for students who don't want to proceed to college. (4.72%)

5. Vanguard JVS trains students for specific types of careers. (3.15%)

6. Vanguard JVS is interesting, exciting and different from regular high school. (2.36%)

Negative (47.33%)

1. Vanguard JVS is for troublemakers. It has a bad reputation and poor image. (14.15%)
2. Vanguard JVS is an easy way out. It's not challenging. (11.79%)
3. Vanguard JVS doesn't have what I'm interested in. (5.5%)
4. Vanguard JVS is alright for some people but it's not for me. (5.5%)
5. Vanguard JVS is for low income and under achieving students. (5.5%)
6. Vanguard JVS narrows my exposure to other types of careers. (3.3%)
7. Vanguard JVS does not offer college preparatory courses. (1.57%)

Neutral (25.94%)

1. I never thought much about attending Vanguard JVS. (14.94%)
2. I don't know anything about attending Vanguard JVS. (8.65%)
3. I don't know much about Vanguard JVS. (2.36%)

Image of Vocational Education

Students' images of vocational education were measured with a composite score of students' responses to a list of potential reasons for not enrolling in a vocational program at their home school. Students at Fremont Ross had a higher mean score (more negative image) than students at the other four schools. Students at Gibsonburg had the most positive image of vocational education.

Image of the Vanguard JVS

Students' images of the Vanguard JVS were measured with a composite score of students' responses to a list of potential

reasons for not enrolling. Students at Lakota had a higher mean score (more negative image) than students at the other four schools. Students at Fremont Ross had the most positive image of the Vanguard JVS.

Experiences at Vocational Schools

Five percent of the students responded that they had previously been enrolled at a vocational school on a regular basis. Ninety-five percent said they had not been previously enrolled. Forty-three percent of the students said they had toured the Vanguard JVS prior to their junior year of high school. Fifty-seven percent had not had a tour. Twenty-two percent said they had seriously considered attending the Vanguard JVS, while seventy-eight percent said they had not.

Future Occupations

Sixty-four percent of the students said they had selected their future occupation, while thirty-five percent said they had not. The top five occupations selected include: teacher, business person, doctor, military personnel, accountant.

Relationships Between Schools and Students' Characteristics and Students' Images of Vocational Education and the Vanguard JVS

When looking at the relationships between student characteristics (gender, curriculum choice, race, socioeconomic status and place of residence) and their images of vocational education and Vanguard JVS, statistically significant relationships were found.

Students from the five schools tended to have variable images of vocational education and Vanguard JVS. The differences in mean scores that measured students' images of Vanguard JVS were statistically significant between students attending Fremont Ross and Lakota high schools. There was not a statistically significant difference in mean scores of image scores between students at any of the other pairs of schools.

Males had more negative image scores, however, the difference was not statistically significant. Hispanic students tended to have the most negative image of vocational education. The differences in mean scores of images of vocational education between the hispanic and black races was statistically significant. However, when looking at students' images of Vanguard JVS, there was not a statistically significant difference between races.

Students who lived on a farm had the most negative images of vocational education and the Vanguard JVS, however, this difference was not statistically significant.

The relationships were low between students' socioeconomic status and students' images of vocational education and the Vanguard JVS.

Influencers on Enrolling at the Vanguard JVS

Students reported that they were influenced by others when choosing their high school curriculum. When deciding to not enroll at the Vanguard JVS, the students' friends were most influential. The mother/female guardian was also influential, followed by the father/male guardian.

Future Plans to Attend Vanguard JVS

The majority of the students (68%) are not interested in attending the Vanguard JVS for one-half a day program. They also were not interested in attending a summer school program at the Vanguard JVS to prepare them for their career, with 73% saying they had no interest. Likewise, they are not interested in attending a night school program, with 76% saying they had no interest. They are also not interested in taking additional math, English or pre-engineering courses in an effort to attend the JVS.

Further Education Plans

Five percent of the students do not plan to enroll in additional education beyond high school. Fourteen percent were not sure. Eight percent planned to go to a professional or graduate school. Forty-five percent planned on enrolling in a four year college. Thirteen percent planned on enrolling in a two year technical school. Eleven percent planned on additional education, but did not know where.

Plans to Enter the Military

Thirty-eight percent of the students indicated that they definitely will not enter the military after high school. Twenty-three percent said they were not sure. Twenty-one percent said they were not likely to enter, while ten percent are likely to enter and six percent definitely will enter.

Courses to Prepare for Future Occupations

When asked what high school courses will most help them to prepare for their future occupations, students chose these top five courses: Math, English, Science, Computers and Chemistry.

Classes to Offer at Home School

When asked what classes not presently offered at the JVS they would like to see offered at their home school, the top five classes chosen were: Cosmetology, Psychology, Child Care/Day Care, Engineering, and Autobody.

Recommendations to Educators

1. The image of vocational education and of the Vanguard JVS needs to be improved. Students have rather negative images of the students enrolled. Efforts need to be made to promote the accomplishments of graduates. Include information about graduates going on to higher education and placement in occupations after high school.
2. Efforts should be made to ease the social transition when students change schools in order to attend the Vanguard JVS. Home school friendship is a strong bond that is keeping students from enrolling. The JVS should be promoted as a friendly place that provides for social interactions. School events should be sponsored to encourage social interaction (Ex. proms, dances, in school parties and assemblies, intramural sports, student government). Marketing pieces should address the issue of leaving your

friends at the home school vs. increasing your friendship network at a new school.

3. The JVS needs to increase the amount of publicity showing placement rates and salaries of graduates. Students tend to think that graduates are not successful in getting employment after graduation.
4. The JVS needs to increase the amount of publicity showing scholarships students receive towards college as well as data on those going on for higher education.
5. When marketing the JVS, efforts need to concentrate on the idea of preparing for a career ladder. Indicate that vocational education can be a step up the ladder to a career and that further education may be needed to advance higher up the ladder. Promote the fact that students in vocational programs frequently do continue with their education.
6. Ideally, high school scheduling should be flexible enough to allow the college bound student the opportunity to explore vocational education courses for enrichment, exploratory or investigative purposes.
7. New vocational education offerings should be considered for the home schools. Additional marketing should be done to explore employment possibilities and interest in the programs. New courses to consider adding include: Cosmetology, Psychology, Child care - day care, Engineering and Autobody.
8. High school students could benefit from addition career guidance and career decision making. Efforts should be

increased to implement addition time spent with students on making their career choices. Middle school and early high school aged youth should be targeted for this effort.

9. Comprehensive high schools should sponsor tours of the JVS for all students prior to or during the sophomore year of high school. Students should be introduced to all program offerings. Opportunity for "hands-on" visits should also be make available for programs that interest the student.
10. Administrators need to give more leadership and resources toward the improvement of the public relations program at the Vanguard JVS.
11. Public information should be directed at giving information to students and parents that vocational education can serve as a pathway to the work force, technical school or a four year college.
12. Innovative programs could be designed to allow students an opportunity to enroll for a portion of the vocational program and exit upon meeting their educational needs. A modified open entry-open exit program needs to be developed. Semester and single period courses could be considered as student electives.
13. Increased efforts for articulation agreements need to be written and publicized, leading to advanced placement in technical schools and four year colleges.
14. Career orientation programs are needed in the junior high school level to ensure the enrollment of all students who desire vocational training.

15. Increased efforts at marketing vocational education should be made. Segment activities toward the students and their others.

Recommendations for Further Research

1. Additional marketing research is needed to validate the need for additional employees in the surrounding geographic area for vocations in teaching, business, medicine, the military and accounting.
2. Additional research is needed to explore the friendship bonds that keep students from leaving their home schools.
3. Additional research is needed to explore the mother-child relationship to determine how to use the mothers' influence to encourage enrollment in vocational education. One also needs to determine how she arrives at her images of vocational education.
4. Additional research is needed to determine if increased graduation requirements and increased college entrance requirements have made a significant impact on enrollment in vocational education.
5. Additional research is needed to determine what pre-college vocational courses would be most suitable for future teachers, business persons, doctors, military personnel and accountants.
6. Additional research is needed to study other additional student characteristics of those enrolled in academic and general curriculums.

7. A similar image study could be designed for students at the 7th-10th grade level. The purpose would be to determine when images of vocational education are formed and what those images are. A follow-up study on these same students could be taken when they reach the 11th grade to see if images change.
8. A follow-up study on this 11th grade sample could be designed to see if any students enroll in vocational courses during their 12th grade or enroll in a technical school after graduation.
9. One could explore reasons why students enroll in vocational education at their home schools and at the Vanguard JVS. The reasons given can be compared with the results of this study.
10. One can study the student characteristics of those currently enrolled in vocational education at the home school as well as at the Vanguard JVS. Characteristics to examine would include: grade point average, class rank, socioeconomic status, honors earned. Comparisons can be made between students enrolled in general and academic curriculums.
11. A model needs to be developed in order to administer vocational education for students in dual vocational and academic curriculums. Further study is needed in order to establish how these programs will be scheduled and delivered.

Discussion

The researcher has made an attempt to describe images that students at each of the five home schools have of vocational education and of the Vanguard JVS. Those images are mixed: positive, negative and neutral. When students think about vocational education, they mostly comment about negative images. They perceive that vocational students are not very bright and cannot afford to attend college. They also see these students as troublemakers. With 55.5% of the thoughts about vocational education being negative, one needs to be concerned. Likewise, we need to think about the students' negative image of the Vanguard JVS. Those images of the JVS parallel with those of vocational education. Opinions of the respondents indicate that they also view JVS students as troublemakers. Many feel that the JVS doesn't have anything to offer them. Some view the courses as not challenging, but rather an easy way out. Needless to say, these images are not favorable. They can do and are doing damage to enrollment in vocational education. We need to study these images and discover if they are based on truth or rumors. Each one of these negative images is a perceived barrier for student enrollment. Administrators need to face these images and discover if they are justified and indeed true about vocational students and programs. If these statements are <u>not</u> true, then major efforts need to be taken to correct these claims. Public relations activities need to be put into place to address the misconceptions.

If these statements <u>are</u> true, then major changes are needed to offer programs that people need, that challenge and that attract reputable students.

We should also be troubled by the 18% and 25.94% of the students' thoughts that are neutral about vocational education and the Vanguard JVS. This indicates a need for promotion and marketing efforts to be increased. Too many students have not thought about or know anything about vocational education and the JVS.

Data support this neutral image when one looks at the percent of students who had toured the Vanguard JVS prior to their junior year of high school. Only forty-three percent of the students said they had been on a tour. Fifty-seven percent had not had a tour. How can an image be formed if the building and programs had not even been seen? It is apparent that students are forming images from what they hear and read, rather from what they see from a first hand experience. Significant improvements in image building can be made if more students experience the JVS and are given a positive first impression. A first-rate tour for all sophomores in the VEPD would be a good start.

This study has also made clear the reasons students are not enrolling in vocational education and the Vanguard JVS. The evidence indicates that students who are preparing to enter college perceive that they cannot fit vocational courses into their schedules. They also believe that vocational courses do not prepare them for college. They see vocational education

limiting their career choices. They also do not want to change schools nor leave their friends. As for the JVS, students feel that their home schools will better prepare them for college. If students value a college education, they will stay at their home schools and be in an academic curriculum. Forty-five percent of the sample plan on enrolling in a four year college. Eight percent are even considering a professional or graduate school. Another thirteen percent plan on enrolling in a two year technical school. Eleven percent plan on some type of post-secondary education but are not sure where. Only five percent of the students do not plan on continuing their education beyond high school. Is it any wonder why students are concerned in choosing what courses they take in high school in order to prepare for college? Is it realistic to believe that 77% of this sample will go on to post-secondary education? Do that many students really have the academic ability, financial backing and educational plans necessary to continue their education? What percent of last year's graduating class at each of the feeder schools actually went on to post-secondary education? How many will get a B.S. degree? Are students being realistic about the world of work, tuition costs and college entrance academic requirements? These questions are posed for consideration by administrators and guidance counselors. Further exploration is needed to discover students' aspirations beyond high school.

Students feel that vocational education has nothing to offer that interests them. Eight percent of the reasons for not enrolling in vocational education fell into this category. Yet,

when asked what future occupation the students have selected, many indicated a profession that they could have prepared for in a high school vocational program. Examples include: doctor, accountant and business person. Why then did students still not choose to enroll?

Perhaps they do not wish to dedicate two years in a joint vocational school towards that career. Perhaps they did not wish to limit their career choice at such a young age. Or perhaps they just wanted to leave their options open.

There are other explanations that justify why existing vocational programs are not interesting. Maybe it's because what we are offering is dull and boring or is presented in that manner. Maybe it's because we are offering programs that train students for boring jobs. Maybe we are training for jobs that no longer are in demand or are very low paying.

Another possibility exists to answer the question, why aren't students interested in our offerings? Perhaps they never really saw all that vocational schools had to offer. Again remember the previous discussion about touring the JVS. Perhaps if they did go on a tour, they were only exposed to one or two programs. Perhaps they only saw program brochures on a few programs. Perhaps they saw nothing and read nothing and use the lack of knowledge about program offerings as an equivalent to a lack of interest. Perhaps we will never know the answer to this question.

There is more work to do in order to recruit more students into vocational education and the Vanguard JVS. These programs

must meet students' needs. If college is their need, then we must modify the administration of our programs to allow the college bound student a chance to participate. If we aren't meeting their needs because we offer no programs of interest, we need to change. Market research should be able to answer these questions.

Once we modify our program offerings and the administration and delivery of vocational education, we need to get our message delivered. Educators should target marketing efforts toward the students and their mothers. Mothers and friends were influencers on making a decision to not enroll in the Vanguard JVS. Mothers' groups need to be approached to inform them of the benefits of vocational education.

Many challenges have been offered in the recommendation section of this research report. The problems have been identified and solutions have been suggested. An enormous amount of energy and study will be needed before the recommended changes can all be implemented. The policy changes will be controversial and meet with some resistance. These changes are needed in order to better serve and educate students in this VEPD. It is essential that the five feeder high schools work in collaboration with the Vanguard JVS in order to serve the vocational needs of students. I hope that this information will be interpreted and used by the administrative staff at each of the six schools involved in this study.

As with many pieces of research, this study probably unveils many questions as well as provide answers. The intent was

purposeful. By posing questions in advance and finding answers to those questions, better decisions can be made.

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APPENDIX A

CURRICULUM CHOICE CLASSIFICATION GUIDELINES

Curriculum Choice Classifications Guidelines

Vocational Curriculum

A student enrolled in this curriculum has spent a considerable proportion of time in vocational course work as compared with the basic skill development that is presumed to be the major function of academic and general education. Vocational students take a substantial number of courses in vocational education and develop a concentration in one area. The average vocational concentrator will have spent about 10 percent of his or her school time in vocational courses. Students who concentrate in a vocational specialty average 6.3 Carnegie Units of vocational course work upon graduation from high school. A concentrator is defined as a person who does not necessarily use all electable credits in the vocational specialty, but uses a substantial majority of them.

The vocational student, as a junior in high school, will have been enrolled in at least 2 continuous years in a vocational specialty program area. It is realistic that the vocational student, as a junior, will have accumulated 2 - 2.5 Carnegie Units of vocational course work. Vocational specialty program areas include: vocational agricultural education, home economics education, business education, marketing education, trade and industrial education, and health and safety services education.

Academic (College Preparatory) Curriculum

A student enrolled in this curriculum is taking coursework to prepare for entry into a 4 year college or university. In October of their junior year they usually take the PSAT, while in the Spring they will take the ACT or SAT. These tests are required for admission into major colleges and universities. Courses selected by students enrolled in an academic curriculum include: chemistry, physics, algebra, geometry, biology, advanced math, advanced science and/or foreign languages. Academic track students average 2.7 vocational credits upon graduation from high school.

General Curriculum

A student enrolled in this curriculum is taking coursework of a general nature in order to earn enough credits for graduation. Courses selected by students enrolled in a general curriculum include: consumer math, general math, general science, life science, earth science, industrial arts, general accounting and/or typing. General track students average 4.6 vocational credits upon graduation from high school.

APPENDIX B

STUDENT QUESTIONNAIRE

___ General
___ College Preparatory

Student Questionnaire

Purpose

By carefully filling out this questionnaire you will provide valuable information which will assist high school counselors in helping future students to make their curriculum choice.

Directions

Answer each question as accurately as you can. Many questions can be answered by circling or checking the box the item that best describes your situation. Some questions will require a written response. If you do not understand a question, raise your hand and your teacher will help you. All answers are completely confidential.

****

Q. 1. What is the name of your home school? _____

Q. 2. What is your sex?

1. Female
2. Male

Q. 3. What is your race?

1. Asian
2. Black
3. Hispanic
4. Native American
5. White (Caucasian)
6. Other _____
Please List

Q. 4. Where do you live?

1. On a farm
2. In a rural area, but not on a farm
3. In a suburb of a town or city
4. In a city or town

Q. 5. Do you live with your father/male guardian?

1. Yes
2. No ——————————> Skip to Question 8

Q. 6. Which of the categories below most nearly describes your father's/male guardian's main job? If your father/male guardian has more than one job, check his main occupation.

(Check only one box)

- CLERICAL such as bank teller, bookkeeper, secretary typist, mail carrier, ticket agent. . . . . ☐
- CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter . . . . . ☐
- FARMER, FARM MANAGER. . . . . ☐
- HOMEMAKER ONLY. . . . . ☐
- LABORER such as construction worker, car washer, sanitary worker, farm laborer . . . . . ☐
- MANAGER, ADMINISTRATOR such as sales, restaurant, or office manager, school admin., buyer, govt. official . . . . . ☐
- MILITARY such as career officer, enlisted man . . . ☐
- OPERATIVE such as meat cutter, assembler, machine operator,a welder, taxicab, bus, or truck driver. . ☐
- PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher. . . . . ☐
- PROFESSIONAL such as clergyman, dentist, physician,lawyer, scientist, college teacher. ☐
- PROPRIETOR OR OWNER such as owner of a small business contractor, restaurant owner. . . . . ☐
- PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter . . . . ☐
- SALES such as salesperson, advertising or insurance agent, real estate broker . . . . . ☐
- SCHOOL TEACHER such as elementary or secondary. . . ☐
- SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter... ☐
- TECHNICAL such as draftsman, medical or dental technician, computer programmer. . . . . ☐
- Never worked . . . . . ☐
- Don't know . . . . . ☐

Q. 7. What was the highest level of education your father/male guardian completed?

(Check only one box)

- Less than high school graduation. . . . . ☐
- High school graduation only . . . . . ☐

Vocational, trade, or business school after high school

- Less than two years . . . . . ☐
- Two years or more . . . . . ☐

College program

- Less than two years of college. . . . . ☐
- Two or more years of college (including two-year degree) . . . . . ☐
- Finished college (4 or 5 year degree) . . . . . ☐
- Master's degree or equivalent . . . . . ☐
- Ph.D., M.D., or other advanced professional degree . . . . . ☐

Don't know . . . . . ☐

Q. 8. Do you live with your mother/female guardian?

Yes

No ——————————> Skip to Question 11

Q. 9. Which of the categories below most nearly describes your mother's/female guardian's main job? If your mother/female guardian has more than one job, check her main occupation.

(Check only one box)

- CLERICAL such as bank teller, bookkeeper, secretary typist, mail carrier, ticket agent. . . . . ☐
- CRAFTSPERSON such as baker, painter, plumber, machinist, autmobile mechanic, telephone installer, carpenter . . . . . ☐
- FARMER, FARM MANAGER . . . . . ☐
- HOMEMAKER OR HOUSEWIFE ONLY . . . . . ☐
- LABORER such as construction worker, car washer, sanitary worker, farm laborer . . . . . ☐
- MANAGER, ADMINISTRATOR such as sales, restaurant, or office manager, school admin., buyer, govt. official . . . . . ☐
- MILITARY such as career officer, enlisted woman . ☐
- OPERATIVE such as meat cutter, assembler, machine operator, a welder, taxicab, bus, or truck driver ☐
- PROFESSIONAL such as accouantant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher . . . . . ☐
- PROFESSIONAL such as clergy, dentist, physician, lawyer, scientist, college teacher. . . . . ☐
- PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner . . . . . ☐
- PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter. . . . . ☐
- SALES such as salesperson, advertising or insurance agent, real estate broker. . . . . ☐
- SCHOOL TEACHER such as elementary or secondary . . ☐
- SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter ☐
- TECHNICAL such as draftsperson, medical or dental technician, computer programmer . . . . . ☐
- Never Worked . . . . . ☐
- Don't know . . . . . ☐

Q. 10 What was the highest level of education your mother/female guardian completed?

(Check only one box)

- ☐ Less than high school graduation. . . . . .
- ☐ High school graduation only . . . . . .
- Vocational, trade, or business school after high school
  - ☐ Less than two years. . . . . .
  - ☐ Two years or more . . . . . .
- College program
  - ☐ Less than two years of college . . . . . .
  - ☐ Two or more years of college (including two-year degree) . . . . . .
  - ☐ Finished college (4 or 5 year degree) . . .
  - ☐ Master's degree or equivalent . . . . . .
  - ☐ Ph.D., M.D., or other advanced professional degree . . . . . .
- ☐ Don't know . . . . . .

Q. 11. Which of the following do you have in your home?

(Check one box for each line)

	Have	Do not have
a. A specific place for study	☐	☐
b. A daily newspaper	☐	☐
c. Encyclopedia or other reference books	☐	☐
d. Typewriter	☐	☐
e. Electric dishwasher	☐	☐
f. Two or more cars or trucks that run	☐	☐
g. More than 50 books	☐	☐
h. A room of your own	☐	☐
i. Pocket calculator	☐	☐
j. Color TV	☐	☐
k. Microcomputer or minicomputer	☐	☐
l. Video tape recorder (VCR)	☐	☐
m. Compact disc player	☐	☐

Q. 12. In what grade of school are you currently enrolled?

1. 9th grade - freshman
2. 10th grade - sophomore
3. 11th grade - junior
4. 12th grade - senior

Q. 13. Think back to the time when you decided what classes to take in high school. What were your reasons for not choosing to enroll in a vocational education class? (**List most important reasons first**)

1. _____

_____

2. _____

_____

3. _____

_____

Q. 14. Again, thinking back to the time when you decided what classes to take in high school, how informed were you about vocational classes offered at your home school?

1. Not informed at all
2. Slightly informed
3. Very informed

Q. 15. Did you ever seriously consider enrolling in vocational classes at your home school?

1. Yes
2. No

Q. 16. Now, think back to the time when you decided what classes to take in high school. These questions are about some of the things that may have concerned you. Read the list of reasons listed below and indicate your extent of concern for each item. That is, why did you not enroll in a vocational program at your home school.

The categories are:

1 - No Concern
2 - Little Concern
3 - Some Concern
4 - Great Concern
N/A - I did not think about it

(Circle **ONE** response per statement)

xample. Vocational education is too easy . . . . . .1 2 (3) 4 N/A

Reasons not to enroll in vocational education at my home school.	**Extent of Concern** None → Great				
a. Image of program quality	1	2	3	4	N/A
b. Image of teacher quality	1	2	3	4	N/A
c. Membership in the vocational youth organizations (i.e., FFA, FHA/HERO, VICA, DECA, OEA)	1	2	3	4	N/A
d. Scheduling problems	1	2	3	4	N/A
e. Graduation requirements	1	2	3	4	N/A
f. Career choice limitations	1	2	3	4	N/A
g. Behavior of vocational students	1	2	3	4	N/A
h. Academic ability of vocational students .	1	2	3	4	N/A
i. Association with vocational students . .	1	2	3	4	N/A
j. Teachers' opinions of vocational students	1	2	3	4	N/A
k. Other students' opinions of vocational students	1	2	3	4	N/A
l. The cost of vocational education	1	2	3	4	N/A
m. Plans to attend college	1	2	3	4	N/A
n. Difficulty of vocational courses	1	2	3	4	N/A

Q. 17. Describe your thoughts when you think about vocational education.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Q. 18. Have you selected your future occupation or career?

1. Yes
2. No

Q. 19. If YES, please specify future occupational or career goal:

_____

Q. 20. Have you ever attended classes at a vocational school (JVS) on a regular basis?

1. Yes
2. No

Q. 21. Did you tour the Vanguard JVS prior to your junior year of high school?

1. Yes

2. No

Q. 22. Did you ever seriously consider attending Vanguard JVS?

1. Yes

2. No

Q. 23. Describe your thoughts when you think about the Vanguard JVS.

Q. 24. Think back to the time when you had the opportunity to attend the Vanguard JVS. These questions are about some of the things that may have concerned you. Read the list of reasons listed below and indicate your extent of concern for each item. That is, why did you not enroll in the Vanguard JVS?

The categories are:

1 - No Concern
2 - Little Concern
3 - Some Concern
4 - Great Concern
N/A - I did not think about it

(Circle **ONE** response per statement)

Example. The JVS was too far away. . . . . 1 (2) 3 4 N/A

Reasons not to enroll in Vanguard JVS.	**Extent of Concern** (None → Great)	
a. The image of the JVS.	1 2 3 4	N/A
b. Association with students from the JVS . .	1 2 3 4	N/A
c. Difficulty with transportation to the JVS	1 2 3 4	N/A
d. Unwilling to leave my friends at my home school	1 2 3 4	N/A
e. Classes are out too late in the day at the JVS in order to work after school . . .	1 2 3 4	N/A
f. Unable to participate in sports at my home school	1 2 3 4	N/A
g. Unable to participate in extracurricular activities (choir, band, drama, cheer-leader, student council, etc.) in my home school	1 2 3 4	N/A
h. Loyalty to my home school	1 2 3 4	N/A
i. Home school will better prepare a student for college	1 2 3 4	N/A
j. The programs offered at the JVS	1 2 3 4	N/A

Q. 25. Please indicate by circling **yes** or **no contact** if you discussed with the following people your decision to <u>not</u> attend the vocational school. If yes is circled, then indicate to what extent, if any, you were encouraged or discouraged <u>to attend the Vanguard JVS.</u>

The categories are:

1 - Greatly discouraged me
2 - Somewhat discouraged me
3 - Neither discouraged nor encouraged me
4 - Somewhat encouraged me
5 - Greatly encouraged me

(Circled <u>ONE</u> RESPONSE per statement if <u>YES</u> is circled)

xample. My next door neighbor

1. No Contact
(2) Yes ——————————> 1 2 (3) 4 5

People I discussed with my decision to <u>not</u> enroll in Vanguard JVS.

(Circle **yes** or **no contact**)

Extent of Encouragement

Greatly Discouraged — Greatly Encouraged

a. My girl/boy friend
1. No contact
2. Yes ——————————> 1 2 3 4 5

b. My friend(s)
1. No contact
2. Yes ——————————> 1 2 3 4 5

c. My father/male guardian
1. No contact
2. Yes ——————————> 1 2 3 4 5

Q. 25. (continued)

1 - Greatly discouraged me
2 - Somewhat discouraged me
3 - Neither discouraged or encouraged me
4 - Somewhat encouraged me
5 - Greatly encouraged me

(Circle ONE RESPONSE per statement if YES is circled)

(Circle **yes** or **no contact**)	**Extent of Encouragement** Greatly Discouraged ... Greatly Encouraged
d. My mother/female guardian	
1. No contact	
2. Yes ——————————>	1 2 3 4 5
e. My brother(s)/sister(s)	
1. No contact	
2. Yes ——————————>	1 2 3 4 5
f. A relative other than my parent(s)/guardian(s) or brother(s)/sister(s)	
1. No contact	
2. Yes ——————————>	1 2 3 4 5
g. My counselor(s)	
1. No contact	
2. Yes ——————————>	1 2 3 4 5
h. My teacher(s)	
1. No contact	
2. Yes ——————————>	1 2 3 4 5
i. My athletic coach(es)	
1. No contact	
2. Yes ——————————>	1 2 3 4 5

Q. 26. Would you be more interested in attending Vanguard JVS for a half day program if you could stay at your current school the other half day?

1. Yes

2. No

Q. 27. Would you attend a summer school program at Vanguard JVS to prepare you for your career?

1. Yes

2. No

Q. 28. Would you attend a night school program at Vanguard JVS to prepare you for a career?

1. Yes

2. No

Q. 29. If you could take additional math at Vanguard JVS would you be more interested in attending?

1. Yes

2. No

Q. 30. If you could take additional English courses at Vanguard JVS, would you be more interested in attending?

1. Yes

2. No

Q. 31. If Vanguard JVS offered a half day course on pre-engineering, would you be interested in attending?

1. Yes

2. No

Q. 32. Do you plan to enroll in additional education beyond high school?

1. No
2. Not sure
3. Yes ——————————> What type of school?

   1. Professional or graduate school
   2. 4 year college
   3. 2 year technical school
   4. I do not know which I would attend.

Q. 33. Do you plan to enter the military (Ex. army, navy, air force, marines) after high school?

1. Definitely will enter
2. Likely to enter
3. Not sure
4. Not likely to enter
5. Definitely will not enter

Q. 34. Which high school courses do you think will most help you to prepare for your future occupation?

1. _____
2. _____
3. _____

Q. 35. What classes not presently offered at the JVS would you like to see offered at your home high school?

1. _____
2. _____
3. _____

APPENDIX C

Numerical Coding System for SES

6. Which of the categories below most nearly describes your father's/male guardian's main job? If your father/male guardian has more than one job, check his main occupation.

	(Check only one box)	CODE
CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent	☐	57
CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter . . .	☐	27
FARMER, FARM MANAGER	☐	28
HOMEMAKER ONLY	☐	.
LABORER such as construction worker, car washer, sanitary worker, farm laborer	☐	7
MANAGER, ADMINISTRATOR such as sales, restaurant, or office manager, school admin., buyer, govt. official .	☐	68
MILITARY such as career officer, enlisted man	☐	.
OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver . . .	☐	19
PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher	☐	59
PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher	☐	62
PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner	☐	50
PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter	☐	38
SALES such as salesperson, advertising or insurance agent, real estate broker	☐	54
SCHOOL TEACHER such as elementary or secondary	☐	71
SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter	☐	16
TECHNICAL such as draftsman, medical or dental technician, computer programmer	☐	61
Never Worked	☐	.
Don't know	☐	.

7. What was the highest level of education your father/male guardian completed?

	(Check only one box)	CODE
Less than high school graduation	☐	1
High school graduation only	☐	2
Vocational, trade, or business school after high school		
Less than two years	☐	3
Two years or more	☐	3
College program		
Less than two years of college	☐	3
Two or more years of college (including two-year degree)	☐	3
Finished college (4 or 5 year degree) . .	☐	4
Master's degree or equivalent	☐	5
Ph.D., M.D., or other advanced professional degree	☐	5
Don't know	☐	.

8. American families are divided below into three groups according to how much money they make in a year. Check the square which comes closest to the amount of money your family makes in a year.

	(Check only one box)	CODE
$19,999 or less	☐	1
$20,000 to $34,999	☐	2
$35,000 or more	☐	3
Don't know	☐	.

10. Which of the categories below most nearly descibes your mother's/female guardian's main job? If your mother/female guardian has more than one job, check her main occupation.

	(Check only one box)	CODE
CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent	☐	57
CRAFTSPERSON such as baker, painter, plumber, machinist, automobile mechanic, telephone installer, carpenter .	☐	27
FARMER, FARM MANAGER	☐	28
HOMEMAKER OR HOUSEWIFE ONLY	☐	. .
LABORER such as construction worker, car washer, sanitary worker, farm laborer	☐	7
MANAGER, ADMINISTRATOR such as sales, restaurant, or office manager, school admin., buyer, govt. official .	☐	68
MILITARY such as career officer, enlisted woman	☐	.
OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver . . .	☐	19
PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher	☐	59
PROFESSIONAL such as clergy, dentist, physician, lawyer, scientist, college teacher	☐	82
PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner	☐	50
PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter	☐	38
SALES such as salesperson, advertising or insurance agent, real estate broker	☐	54
SCHOOL TEACHER such as elementary or secondary	☐	71
SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter	☐	16
TECHNICAL such as draftsperson, medical or dental technician, computer programmer	☐	61
Never Worked	☐	.
Don't know	☐	.

11. What was the highest level of education your mother/female guardian completed?

	(Check only one box)	CODE
Less than high school graduation	☐	1
High school graduation only	☐	2
Vocational, trade, or business school after high school		
Less than two years	☐	3
Two years or more	☐	3
College program		
Less than two years of college	☐	3
Two or more years of college (including two-year degree)	☐	3
Finished college (4 or 5 year degree) . .	☐	4
Master's degree or equivalent	☐	5
Ph.D., M.D., or other advanced professional degree	☐	5
Don't know	☐	.

13. Which of the following do you have in your home?

(Check one box for each line)

		CODE 2	CODE 1
		Have	Do not have
a.	A specific place for study	☐	☐
b.	A daily newspaper	☐	☐
c.	Encyclopedia or other reference books	☐	☐
d.	Typewriter	☐	☐
e.	Electric dishwasher	☐	☐
f.	Two or more cars or trucks that run	☐	☐
g.	More than 50 books	☐	☐
h.	A room of your own	☐	☐
i.	Pocket calculator	☐	☐
j.	Color TV	☐	☐
k.	Microcomputer or minicomputer	☐	☐
l.	Video tape recorder (VCR)	☐	☐
m.	Compact disc player	☐	☐

Factors That Influence Students Not to Enroll at the Lawrence County Joint Vocational School

by

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INTRODUCTION

Background and Setting

In the 1986-87 school year, there were almost 16 million Americans enrolled in secondary vocational education programs. In Ohio, there were 165,639 students or approximately 59% of Ohio's 11th and 12th grade students enrolled in nine vocational programs. Ohio had 119,208 vocational high school students (Grades 9-12) enrolled in the areas of Agricultural Education, Marketing Education, Health Education, Home Economics (Gainful), Home Economics Education, Business Education and Trade and Industry Education. Table A shows the annual enrollment data for Ohio.

TABLE A

Ohio's Total Vocational High School Enrollment

Years	Students
1986-87	119,208
1985-86	120,091
1984-85	124,316
1983-84	130,436
1982-83	135,317
1981-82	140,769
1980-81	147,703
1979-80	151,715

There has been a steady decline in enrollment in vocational programs since 1979. This represents a decline of 21%. When looking only at 11th and 12th grade vocational students enrollment the trend continues.

TABLE B

11th and 12th Grade Enrollment

	Vocational	All Public Schools	% of Market
1986-87	100,281	277,228	36%
1985-86	101,289	270,548	37%
1984-85	105,128	273,328	38%
1983-84	111,162	280,208	40%
1982-83	115,706	288,564	40%
1981-82	120,593	301,721	40%

Table B indicates that there were 100,218 11th and 12th grade vocational students enrolled in vocational programs in Ohio. There has been a steady decline in enrollment for the six-year period 1981-87. Ohio has realized a 17% decline in enrollment in 11th and 12th grade programs in the six-year period. The programs realizing the decline in enrollment include: Agricultural Education, Marketing Education, Health Education, Home Economics (Gainful), Home Economics Education, Business Education and Trade and Industry Education. In comparison, enrollment in Ohio's 11th and 12th grades in all public schools has been declining during the same period. Enrollment was as

high as 301,721 in 1981-81 to a low of 177,228 in 1986-87. When comparing the market share of vocational education, that too is on the decline. Vocational students represented 40% of the market share of 11th and 12th grade students in the public schools in 1981-82. In 1986-87 that share was 36%.

Vocational education can offer its graduates advantages over graduates from a general curriculum. Desy, Mertens & Gardner (1984) concluded that vocational graduates have an advantage in long term earnings over graduates of the general curriculum. Ghazahah (1987), found that vocational graduates enjoy a higher immediate income and experience fewer days of unemployment than graduates of the general population. For youth aged 21 and under, the general unemployment rate is at 18.8%, while vocational completers of job training programs experience only a 8.3% unemployment rate (Department of Education, 1988). Other benefits that vocational graduates receive include an eight times higher self-employment rate (The National Commission on Secondary Vocational Education, 1984).

Vocational education currently prepares students for 26 of the 37 occupations the U.S. Bureau of Labor Statistics identified as those expected to have the largest growth between 1984-1995 (Department of Education, 1988). Currently 80% of the jobs in the United States do not require a college degree (National Commission on Secondary Vocational Education, 1984). Sixty percent of vocational graduates go on to some form of postsecondary training, and fifty percent of those go on to a

four year college. If vocational education offers its graduates higher wages, lower unemployment, a chance to be trained in an expanding field, as well as a sixty percent probability of postsecondary training, then why is Ohio's enrollment declining?

Ginsberg (1951) stated that, "Occupational development is an ongoing, continuous, generally irreversible, orderly, patterned and dynamic process, which involves interaction between the individual's behavioral repertoire and demands made by society, that is by developmental tasks." (p. 239) Ginsberg states that occupational development is a continuous process that is influenced by a variety of sources. If the sources or barriers that block students from enrolling in vocational education were identified, then administrative personnel could utilize this information in evaluating and planning for their marketing and recruitment efforts. Effective strategies could be developed in order to recruit more students from general and college preparatory curriculums into a vocational education curriculum.

PROBLEM STATEMENT

This study investigated factors that influence a student not to enroll at the Lawrence County JVS and in vocational education at the seven feeder comprehensive high schools. Given that students can self-select a curriculum for their high school years, one needs to identify reasons for not selecting a vocational program. Many students enroll into an academic (college preparatory) or into a general education curriculum instead. The purpose of this study was to identify reasons why

high school students elect not to enroll into vocational curriculums.

Research Objectives

1. To describe the characteristics of the students (gender, race, curriculum choice, place of residence,) who chose not to enroll into a high school vocational curriculum.
2. To describe the reasons students give for choosing not to enroll at the Lawrence County JVS.
3. To describe students' images of vocational education and the Lawrence County JVS.
4. To determine the relationships between student characteristics and reasons for not choosing to enroll at the Lawrence County JVS.
5. To determine who influences students to make decisions not to enroll in the Lawrence County JVS.
6. To determine how informed students are regarding vocational education class offerings.
7. To determine the future occupational choices of students.
8. To determine the future educational choices of students.
9. To determine if additional course offerings at the Lawrence County JVS would encourage enrollment.
10. To determine if alternative delivery systems at the Lawrence County JVS would encourage enrollment.
11. To determine who influences students when making career choices.

12. To determine when students first heard about and first visited the Lawrence County JVS.
13. To determine if students changed their minds about attending the Lawrence County JVS, and why they changed their minds.
14. To determine if students returned to their home schools after enrolling at the Lawrence County JVS and why they returned.
15. To determine what promotional materials would be helpful to inform students and when this information should be available.
16. To determine what social activities, clubs or events students would like to see offered at the Lawrence County JVS.
17. To describe students' perceptions of the Lawrence County JVS attendance policy.

Definitions

Parental Influence

Refers to the degree or extent to which parents influence, support, assist, plan, desire, or encourage the respondent to seek or possess high levels of achievement or goals. (Mima, 1978)

Vocational Curriculum

A student enrolled in this curriculum has spent a considerable proportion of time and in vocational course work as compared with the basic skill development that is presumed to be

the major function of academic and general education. The average vocational concentrator will have spent about 10 percent of his or school time in vocational courses. Students who concentrate in a vocational specialty average 6.3 Carnegie Units of vocational course work upon graduation from high school. A concentrator is defined as a person who does not necessarily use all electable credits in the vocational specialty, but uses a substantial majority of them. Vocational students take a substantial number of courses in vocational education and develop a concentration in one area.

The vocational student, as a junior in high school, will have been enrolled in at least 2 continuous years in a vocational specialty program area. It is realistic that the vocational student, as a junior, will have accumulated 2 - 2.5 Carnegie Units of vocational course work. Vocational specialty program areas include: vocational agricultural education, home economics education, business education, marketing education, trade and industrial education, and health and safety services education.

Academic (College Preparatory) Curriculum

A student enrolled in this curriculum is taking course work to prepare for entry into a 4-year college or university. In October of their junior year they usually take the PSAT, while in the Spring they will take the ACT or SAT. These tests are required for admission ínto major colleges and universities. Courses selected by students enrolled in an academic curriculum include: consumer math, general math, general science, life

science, earth science, industrial arts, general accounting and/or typing, General track students average 4.6 vocational credits upon graduation from high school.

Limitations

The population studied was non-vocational eleventh grade students from the seven comprehensive feeder schools to the Lawrence County JVS. All students present on the day of data collection were surveyed. The results of this research cannot be generalized to students in other parts of Ohio because of the population. These results can only be generalized to the population sampled.

This study looked at selected variables that affect students' decision to not enroll in vocational education and the Lawrence County JVS. There may be other barriers that influence students that were not explored.

The respondents may have been more sensitized to the thoughts about the image of vocational education and the Lawrence County JVS that were listed in the questionnaire. Several potential reasons for not enrolling were listed on the questionnaire that may have prompted students' written responses.

Significance of the Problem

The information highlighted in this study will be useful to the superintendents, directors, principals and counselors at each of the eight schools. Those involved directly with marketing and recruitment efforts for vocational education will benefit most

from the findings. Those involved in proposing new courses and new delivery systems will also find the results useful. Strategies can be developed in order to break down the barriers that were identified by the high school students in this study.

It is hoped that by following the findings and recommendations of this study, administrators will be better able to promote vocational education. Guidance counselors will be made more aware of what factors influence students not to enter into a vocational curriculum. Hopefully, they will be able to use this information to better discuss curriculum choice with eighth, ninth, and tenth grade students.

It is possible that a more aggressive marketing campaign will be designed for vocational education in this VEPD. Recruitment figures could be expected to be more optimistic following such a campaign.

REVIEW OF LITERATURE

Introduction

Ginzberg (1951) believed that career development was an ongoing continuous process. Ginzberg also believed that it was a process that involved choices. In order to better understand the process that one encounters when making a decision, Stufflebeam, Foley, Gephart, Guba, Hammond, Merriman and Prouvus (1971) developed the Decision Making Process. The steps in the process include the following:

1. Becoming aware that a decision is needed.
2. Designing the decision situation.
3. Choosing among alternatives.
4. Acting upon the chosen alternative.

In this model, the decision making process is hierarchical. Any single decision may be factored into several processes of lower ordered decisions. These lower ordered decisions may also be factored. In any decision, each stage may include many microscopic choices, each of which was part of the decision making process. Stufflebeam's et al. (1971) explanation of the decision making process fits together with Ginzberg's career development theory. Both theories suggest that any decision is an on going task that is comprised of many parts and is not a single decision.

The choice to enter into vocational education is a choice toward choosing a career. Stufflebeam et al. would agree that

the career choice is a decision that would follow the four steps of the decision making process.

There are several decision making hypotheses on career choice that help explain the process of choosing a career. Miller (1985) summarized the most prominently accepted theories into four categories.

Personality Theory

Personality theories involving personal characteristics that emphasize student interests, achievements, and aptitudes and how they influence career decisions. Environmental factors are of major importance in these theories. A student's personality is determined by environmental influences such as parents, peers, co-workers and friends. Career decision making is viewed as a process where students with a particular personality select a work environment that compliments their personality.

Theories that involve personal characteristics do not involve characteristics such as values, personality, or self-concept. These theories also do not explain how career development or growth occurs, or describe career changes related to life periods.

Sociological Theory

Sociological theories stress environmental factors that influence career choice. The theory relates factors such as parents' occupation, income and education of parents, sex, race, ethnic group, religion, place and type of residence, family size and stability, and school and community environment to a career

choice. These characteristics set boundaries and influence personality and the range of options which are available to the individual.

The sociological theory does not provide for personal factors such as family, peers and friends influence. It also does not provide explanations for growth and development.

Developmental Theory

The developmental theories have their origin in psychology. Developmental psychologists believe that career development is a process which starts at birth and continues throughout a person's life. They assume choices are made only a few times during an individual's life. At the elementary level, general occupational understanding is emerging along with a student's awareness of his interests and abilities. At the high school level, students become aware that career choices are needed and explore a variety of opportunities and make initial career decisions.

Environmental factors are also considered an important aspect in career development. This theory suggests that people have unique characteristics and can be satisfied and successful in several different occupations. Self-concept is also viewed as a major factor in career development.

Decision-Making Theory

The decision making theories match personal traits to occupational factors. This type of theory assumes that personal

values are a major factor and will influence and guide the decision process.

Career decision making is a systematic lifelong process that can be described and learned. The steps involved in career decision making parallel those of general decision making described by Stufflebeam et al. (1977) The process begins with an individual recognizing that a decision needs to be made. Next, they clarify their values to guide the process. The third step involves identifying all decision alternatives and evaluating each alternative according to potential gains, cost, time, money, effort and probability of success. An individual will then select and implement a choice.

The four theories place each researcher's hypothesis concerning the career decision process into a specialized group, depending on the perspective of the researcher. Hoppock (1957) reviewed and analyzed over a dozen theories of occupational choice and development, including those of well known authorities such as Ginzberg, Tiedmion, Holland, Roe and Super.

Hoppock says, "The existence of several conflicting theories suggests the possibility that there may be some truth in all of them. The principle of individual differences, so familiar to counselors, suggests the same possibility. One theory may explain the behavior of some persons, but we may need another theory to explain the behavior of others." (25, p. 113)

Zacceria (1965) commented on Hoppock's theory. He states, "The central focus of this theory is upon the process of choosing an occupation, the factors influencing the choice and the

adequacy of the choice as measured by need satisfaction, success, or personal adjustment." Just as Zacceria believed that there were factors influencing career choice, Super (1963) believed that at each turning point in career decision making, an internal (personal) or external (environmental) force influenced that decision. The concept of career decisions being influenced is again reinforced by Ginzberg (1951). Ginzberg believed that occupational choice is influenced by both standards of the community and by internal impulses.

Super, Ginzberg and Zacceria's suggestion along with the characteristics described by Miller's summary of career decision making theories, list a wide array of factors that may influence career decisions. Lam's (1982) classification was used to describe the barriers that influence the student's decision not to enroll in vocational education. This classification divides the reasons into three main categories. The first category is intrapersonal reasons which includes attitudes, perceptions, images, motivation, career maturity and value systems. The second sub-category is influence of parents, friends, counselors, neighbors, teachers and other relatives. The final category is remote external reasons which include socioeconomic status, parental income and parental educational levels.

Intrapersonal Reasons

Career Maturity

The concept of career maturity was introduced by Super (1955). Super defined career maturity as the repertoire of

behaviors that help identify, choose, plan and execute career goals, being at an average level in career development for one's age. Super (1963) also considered congruence between vocational behavior and expected vocational behavior at that age. Since Super introduced the concept of career maturity he completed another 1960 study where he found that there was no significant relationships between age and career maturity, but that there is a significant relationship between grade and career maturity. The problem in career maturity arises when students are asked to make a choice too soon. Herr (1970) states that the complexity of the factors involved in a career choice make it impossible for students to make realistic choices until they are seniors in high school or after high school. Vocational school directors also state that students were neither knowledgeable enough about careers nor mature enough to make appropriate career decisions (O'Neill 1985). The choice to enter into a career that vocational eduction has to offer is made at the end of the tenth grade year. According to Herr and O'Neill this choice is an unrealistic one and one that a student is not mature enough to make realistically.

Images, Perception and Attitudes

An individual will reject an activity that has had a negative image or words associated with that activity (Social Learning and Career Decision Making (1979). The National Commission on Secondary Vocational Education showed that the general perception of vocational education to be a dumping ground

stigmatized by only having less able students. This image is only reinforced by teachers of sending schools that have a negative image of vocational schools and believe students who attend are not accepted by their peers (O'Neill 1985). O'Neill also discovered that directors of vocational schools believed negative attitudes towards vocational education causes difficulties in recruitment and selection of students.

When students were asked if they did not attend the skills center because they believed it was for potential dropouts, 79% disagreed. The nonattenders indicated that the Skills Center image was good. The students interviewed did not feel that the Skills Center was for potential dropouts or necessarily for noncollege bound students (Abendroth 1985). When students were asked to self-report on the image of vocational education they rated it as either positive or very positive (Dube 1987). Dube did find that even though students did have an overall positive attitude toward vocational education, 51% believed that their friends had a negative image of vocational education. He believed that this negative image contributed to students not enrolling in vocational education.

Motivation and Value Systems

A person will choose a career or occupational goal which will maximize his gains and minimize his losses. These gains and losses include money, prestige, power, and other internal motivational factors (Herr 1970). Other psychologists and

sociologists have developed theories which explain occupational choice as a means of satisfying needs such as:

- o Self preservation
- o Independence
- o Security
- o Welfare of one's children
- o Socioeconomic status
- o Prestige
- o Service to humanity
- o Achievement
- o Dominance
- o Power
- o Creativity
- o Challenge

People assess the compatibility of the occupation with their image of who they would like to be and how much effort they are willing to exert to enter those occupations (London 1970). Occupational images are obtained as generalizations a person makes about a particular occupation. The term "occupational image" refers to the occupational stereotype derived from the observation of the following five items (London 1970):

- o Personalities of people in those jobs
- o Type of work they do
- o Type of lives they lead
- o Rewards and conditions of the work
- o Appropriateness of the job for different types of people

Ginzberg (1951) believes that once a student has pursued a vocational course of study for two years, the likelihood of his considering college is decreased because of the difficulty of preparation. When students were questioned concerning the vocational school, 35% believed that it was for non-college students and therefore chose not to enroll (Abendroth 1985). Students may believe that vocational education is for non-college students but vocational graduates tend to fare much better in post secondary education than generally recognized (Campbell

1986). Herr (1983) found that 75% of vocational students had plans for further education or training after graduation. Sixty percent of vocational graduates actually do go on to further training and 50% of those attend a four-year college (Department of Education 1988).

Prestige of a potential job will also help determine if a student will choose that occupation. Vocational education tends to train for jobs of low prestige (Gottfreson 1981).

Immediate External

School Factors

Forty-three percent of non-vocational students said they had considered taking a vocational course of study (Jacobs 1975). The major barriers that blocked their entrance into vocational programs were graduation requirements and college entrance requirements. Eighteen percent of the 43% that had considered vocational education were discouraged from entering because of classes they needed for graduation. In 1985, after graduation requirements were increased to 22 credits, 12 out of 50 states reported decreased enrollment. Ohio's vocational eduction enrollment declined by 65,863 students and 60% of the students' school day is used for academic/core curriculum leaving 34% for all electives. More time during the day is being spent in academic areas while the largest time decrease is in vocational areas. This decreased time has had an impact on vocational classes offered, enrollment, student interest, teacher hirings, teacher removal, budgeting (Smith 1987).

Jacobs' (1975) West Virginia study found that traveling to another school was a prominent immediate external factor that caused students not to enroll in vocational education. Seven percent of those students that had considered vocational education, choose not to enroll because they did not want to take the bus to school. Scalon's (1984) research reinforced Jacobs' findings and concluded that transportation, busing and distance, discouraged students from enrolling in vocational education. Other factors associated with leaving the home school that discouraged entrance into vocational education include, leaving friends, exclusion from extra-curricular activities, and leaving the home high school (Jacobs 1975).

Curriculum is another immediate external school factor that discourages student enrollment into vocational education. Jacobs found that lack of desired curriculum and denial of entrance into a curriculum of choice discouraged 7% of potential students from enrolling into vocational education.

Influence of Significant Others

An individual is less likely to express a preference and more likely to express a rejection for an activity or field of study that has had consistently negatively expressed opinions from a valued person (Social Learning and Career Decision Making, 1979). This theory suggests that if a valued person has a negative view of an activity, students are less likely to become involved in that activity.

Teachers

The results concerning the influence of teachers on student choice to enter into vocational education are conflicting. Dube (1987) found that teacher's affect upon students does not influence their entrance into vocational education. He found that only 4% of teachers discourage entrance into vocational education, while 72% were neutral and 12% encouraged enrollment. Beukes (1986) also found that teachers have little or no influence on students' career choices and occupational development.

Conflicting research concerning teacher influence was completed by Herr (1987) and Lejlune (1977). Herr found that students will seek the advice of a teacher before enrolling in vocational education. Lejlune concluded that teacher contact with potential vocational students is a recruiting technique for vocational education.

Parents

Parent-child interactions are the crucial variable in the development of personality traits which influence later vocational behavior (Osipow 1985). The findings on parental influence were inconsistent. Students seek parental advice before entering into vocational education (Herr 1987). Herr also found that parents have less influence than they believe, and students and parents disagree on the amount of influence parents actually have. Otto (1987) and London (1970) also found that

parents are the most influential factor when it concerns vocational education and career development.

"Parents have no influence on their children's decisions involving career choice" (Beukes 1986). Reynolds (1976) agreed with Beukes and concluded that parents have little influence on their children's career choice.

Friends and Other Students

Eighty-nine percent of friends will try to discourage a student from entering into a vocational program while only 14% will try to encourage a student's enrollment (Dube 1987). Students will seek the advice of a friend before entering into vocational education (Herr 1987). While Herr found that students may seek the advice of a friend before making the decision to enter into vocational education, Beukes (1986) and Reynolds (1976) found that friends and other students had no influence on vocational choices and decisions involving vocational enrollment.

Counselors

Counselors do not see vocational education as the only educational option nor do they see it as their duty to persuade students toward one curriculum choice or the other. The counselors see career decision as the responsibility of the student and the parent (Herr 1987). Herr also found that students are likely to seek advice from counselors before entering into vocational education. Conflicting results were reported by Reynolds (1976), Bentley and Hemp (1958) and Beukes (1986). They concluded that counselors and guidance programs had

little or no influence on students' decision to enroll into vocational education.

Other Relatives

Relatives other than parents moderately influenced a child's career choice (Bentley and Hemp 1958). Forty-eight percent of the College of Agriculture freshmen at Purdue and Illinois Universities reported that relatives other than parents moderately influenced their career decisions. Conflicting research reported by Herr (1987) found that relatives, other than parents, are not asked for advice concerning vocational decisions.

Remote External Reasons

Socioeconomic Status

Several studies have found that there are significant differences among high school students (Bragg, Parks, Daumen, Campbell, 1966; Campbell, Orth, Spitz, 1981). One of those differences is the students' socioeconomic status (SES). Campbell et al, (1987) noted that a higher proportion of low SES students are enrolled in vocational curriculums than general or academic. Holland (1985) implied that vocational interests flow from a person's life history and personality. SES is an important factor in understanding the reasons students choose not to enroll in vocational education.

PROCEDURES

Research Design

This project was developed as a descriptive survey research design. Relationships among variables were explored. The sample was described in terms of student characteristics such as gender, race, curriculum choice and place of residence. The students responded to a questionnaire in order to identify their images of vocational education and the Lawrence County JVS. They also indicated who influenced them in making a decision to not enroll at the JVS. Additional questions addressed students' knowledge about vocational classes, reasons for not enrolling in vocational classes, future plans after graduation, suggestions for additional courses and views on alternative delivery systems.

Subject Selection

The population used in this study was all non-vocational 11th grade students in the seven comprehensive feeder schools for the Lawrence County JVS during the 1989-90 school year. The schools included: Chesapeake, Rock Hill, Symmes Valley Local, South Point Local, Ironton, Dawson-Bryant and Fairland.

A census of the 11th. grade students was used, selecting students from intact English and Government classes. The entire population for the seven schools was estimated to be 808 students.

The actual number of students completing a questionnaire consisted of 544 students. All non-vocational 11th grade students present on the day of the data collection were surveyed.

Data were collected in April 1990 by Charles Beard, guidance counselor at the Lawrence County JVS, with assistance from counselors at the home schools. All responses were coded into a computer from the completed questionnaires. Unanswered items were coded as missing data.

Instrument Development

Factors that influence a student to not enter into a high school vocational curriculum came from a student questionnaire that was developed following the principles outlined by Dillman (1978). A similar questionnaire was used in a study in 1988 in a study conducted in southwest Ohio (Factors That Influence a Student Not to Enter Into a High School Vocational Curriculum). The student questionnaire (Appendix A) was modified as a result of a meeting between administrators at the Lawrence County JVS and the principal investigator, Rosemarie Rossetti, on September 19, 1989. Input was received from school administrators and additional questions were added. Faculty at The Ohio State University were consulted to review the questionnaire and further improvements on the format were made.

Content validity was established on the original questionnaire by panels of experts composed of university faculty, vocational researchers and graduate students. Reliability was determined on the original questionnaire using test-retest procedures. The new instrument was field tested at Westerville North High School. An 11th grade English class was selected to complete the questionnaire. Students were encouraged

to ask questions if they did not understand a question. No difficulties in interpretation occurred during the field test. After the field test, the instrument was mailed to the Lawrence County JVS for printing. The administration of the questionnaire was coordinated by personnel at the Lawrence County JVS. Completed questionnaires were delivered to OSU for processing.

Data Analysis

All completed questionnaires were coded and the data were entered into a personal computer by three research assistants. The Statistical Package for the Social Sciences was used on the OSU mainframe computer to analyze the data.

Descriptive statistics were employed in order to describe the sample. Analysis of variance and correlations were computed to describe difference in perceptions of vocational education and the Lawrence County JVS among schools and students, possessing different characteristics. Frequencies and measures of central tendency were computed. For the open-ended responses, data were manually analyzed by summarizing the responses into categories. Frequencies and percentages were computed for each category.

RESULTS

Description of the Sample

There were seven comprehensive high schools in the population serving as feeder schools for the Lawrence County Joint Vocational School (Lawrence County JUS). The schools participating in the research included: Chesapeake, Rock Hill, Symmes Valley Local, South Point Local, Ironton, Dawson-Bryant and Fairland. The sample consisted of 544 students. The sample was selected by taking a census from all 11th grade students present on the day of data collection. Ninety-eight percent of the sample were juniors. Two percent of the sample were sophomores. The total population estimate of 808 students was based upon vocational education planning district information from the 1988-89 ADM count for sophomores. Data were collected in April of 1990. Table 1 shows the breakdown of students participating in the study by school.

Table 1

Schools in the Study

	Sample Respondents	
	f	%
Chesapeake	50	9
Rock Hill	105	19
Symmes Valley	41	8
South Point	133	24
Ironton	81	15
Dawson	55	10
Fairland	79	15
Total	544	100%

Curriculum Choice

Students were asked to indicate whether they were enrolled in an a) academic/college preparatory, b) general subjects with a special emphasis on business skills, c) general subjects, or d) vocational (Ex. agriculture, OWE, home economics). Refer to Table 2 for the breakdown of students by curriculum choice. Fifty-two percent of the sample were enrolled in an academic curriculum, while twenty-one percent were enrolled in a general curriculum with an emphasis on business skills. Twenty-six percent were enrolled in a curriculum following general subjects. One percent indicated they were in a vocational curriculum. One percent did not answer the question.

Table 2

Students' Curriculum Choice

	f	%
Academic	277	52
General W/ Business Emphasis	112	21
General	142	26
Vocational	7	14
Total	538	100%

Table 3 shows the students' curriculum choice by school. Of the students attending Fairland, sixty-eight percent were enrolled in an academic curriculum, which is the highest percentage among the seven schools. Chesapeake had the lowest percentage of students enrolled in an academic curriculum, with

forty-two percent enrolled. Ironton had the largest percentage of students enrolled in a vocational curriculum, with three percent of the students enrolled, while Chesapeake and Fairland students indicated that no students were enrolled in a vocational curriculum.

Table 3

Curriculum Choice by School

	Academic		General w/Bus		General		Voc	
	f	%	f	%	f	%	f	%
Chesapeake	20	42	12	25	16	33	0	0
Rock Hill	47	46	23	22	32	31	1	1
Symmes Valley	23	56	14	34	3	7	1	2
South Point	62	47	23	17	46	35	2	2
Ironton	49	61	14	17	16	20	2	3
Dawson	24	44	16	29	14	26	1	2
Fairland	52	68	10	13	15	20	0	0
Total	277	52%	112	21%	142	26%	7	1%

Gender

Table 4 shows the gender of the students in the sample. Fifty percent of the sample is female, while fifty percent is male.

Table 4

Students' Gender

	Female		Male	
	f	%	f	%
Chesapeake	24	48	26	52
Rock Hill	56	53	49	47
Symmes Valley	19	46	22	54
South Point	59	45	73	55
Ironton	37	46	44	54
Dawson	30	55	25	45
Fairland	44	56	35	44
Total	269	50%	274	50%

Race

Students' race was tabulated (Table 5) indicating that 93% of the sample are White (Caucasian), 2.8% are Native American, 2.2% are Black, 1.7% are Other, 0.4% are Asian. One percent of the students did not respond to the question. There were no Hispanics in the population.

Table 5

Students' Race

	White	Black	Other	Nat.Am.	Asian
	%	%	%	%	%
Chesapeake	94	0	2	4	0
Rock Hill	96	0	1	3	0
Symmes Valley	98	0	0	2	0
South Point	88	4	4	4	1
Ironton	91	5	3	1	0
Dawson	93	4	0	2	2
Fairland	96	1	0	3	0
Total	93%	2.2%	1.7%	2.8%	.4%

Residence

Students were asked to indicate where they live. Table 6 illustrates that 9.5% of the sample live on a farm, 37.9% live in a rural area, but not on a farm, 22.1% live in a suburb of a town or city and 30.5% live in a city or town. A total of 538 students responded to this question. Students attending Rock Hill tended to live in the more rural areas. Students from Symmes Valley tended to live on a farm or in a rural area. Students from Ironton tended to live in the city or town.

Table 6

Students' Place of Residence

	Farm		Rural		Suburb		City	
	f	%	f	%	f	%	f	%
Chesapeake	5	10	22	44	11	22	12	24
Rock Hill	10	10	72	71	13	13	7	7
Symmes Valley	17	42	24	59	0	0	0	0
South Point	6	5	27	21	49	38	48	37
Ironton	2	3	6	7	9	11	64	79
Dawson	8	15	21	38	10	18	16	29
Fairland	3	4	32	41	27	34	17	22
Total	51	9.5%	204	37.9%	119	22.1%	164	30.5%

Prior Experience in Business Classes

Students were asked whether or not they had ever enrolled in business classes at their home high school. Fifty-five percent (299 students) said no, while forty-five percent (244 students) said yes. For those that indicated they had previously enrolled in business classes at their home high school, the students were

also asked to write in their explanation of why they didn't choose to take business classes at the Lawrence County JVS. The following categories of reasons summarizes the students' responses.

REASONS FOR NOT TAKING BUSINESS CLASSES AT THE LAWRENCE COUNTY JVS

1. **I didn't want to go.**
   "I didn't want to." "I don't want to go there." "I was not sure I wanted to go there."

   14%

2. **I am planning for a college career.**
   "I want to go to college." "Because I want the classes to go to college." "I want to be a teacher."

   13.5%

3. **I did not want to change schools.**
   "I wanted to stay at my home school." "I want to experience all the different classes at my home school." "Because I wanted to finish here."

   12%

4. **There were scheduling problems.**
   "I have a tight schedule, between work and school." "Because I work and I am into many sports." "I play sports and I couldn't do both, so I chose sports."

   6.5%

5. **It didn't meet my needs.**
   "I didn't feel it was necessary." "Didn't feel the need." "Because I had no need for it." "Because I didn't feel like it was necessary."

   6.2%

6. **I want to graduate with academic standards.**
   "I wanted to take academic classes at the high school the following year." "I would rather take more academic classes." "I like regular school better."

   6%

7. **I wasn't interested in the courses.**
"I am really not interested in that type of work." "I wasn't interested in any of the courses." "Because I wasn't interested in it."

5%

8. **I am not majoring in business.**
"Because I am not going into business." "I am not going into a business field." "When I graduate from high school I don't want to go into business."

4.9%

9. **Poor image of the vocational students.**
"Too much drugs." "Because druggies go there." "Because I did not want to go out there with scums." "I can't stand the people that go there."

4.5%

10. **Parents advised me against enrolling.**
"My parents wouldn't let me go." "Parents didn't want me to." "My parents didn't agree to let me go."

4%

11. **I prefer to take business classes at my home school.**
"I only look at typing." "It was just typing and I felt it may help but not in college." "Because I only took typing and shorthand for 1 year."

4%

12. **I didn't want to leave my friends.**
"Because you would have to leave the friends you have had your whole life." "Because I wanted to stay at my school with all my friends." "Stay with friends."

3.3%

13. **Poor image of the vocational school.**
"I don't like the atmosphere, it is too crowded." "Too much trouble getting there." "Because you don't learn enough and it is scummy."

3.3%

14. **I don't like vocational education.**
"I don't like it out there very well." "Because I didn't like it."

2.4%

15. **I don't know.**
"I was not sure." "I was not sure I wanted to go there." "I don't know."

2.4%

16. **Classes offered at home school.**
"Because I only took 2 years of accounting and I didn't see the point of going." "Because they offer it at high school." "Because I felt I could learn something here."

2%

17. **Recently moved to school district.**
"I was not here at the beginning of the year." "I moved back here from Florida." "Just moved."

1.2%

18. **I didn't have enough credits to graduate from high school.**
"When I was a sophomore I didn't have enough credits to go to the Voc-Ed my senior year." "I didn't have enough credits to attend JVS."

1.2%

19. **I wanted to stay in other activities at my high school that JVS didn't offer.**
"Because I play a lot of athletics here." "At the time, I had activities at school I was participating in."

1.2%

20. **There was a lack of information.**
"Because I didn't know about it."

.8%

21. **Hard to find suitable employment.**
"You can't get hired." "I didn't want to make minimum wage for the rest of my life."

.8%

22. **Too far to travel to school.**
"Too much travel needed to go home often."

.4%

23. **I was too young.**
"I was only a Sophomore."

.4%

Reasons for Not Enrolling at the Lawrence County JVS

The 544 students in the sample were asked to respond to an open-ended question concerning their reasons for not enrolling in the Lawrence County JVS. Students could list as many reasons as they desired. When the data were analyzed, 711 reasons were listed. Fourteen categories were developed and are listed below in rank order, along with direct student quotes and the percent of responses in each category.

Reasons for Not Enrolling at the Lawrence County Joint Vocational School

1. **I am planning for college.**
"I am taking college prep classes." "I need the college prep courses." "The counselor tells you if you are thinking about going to college, don't go here."

30%

2. **I didn't want to leave my friends.**
"My friends weren't going." "My friends stayed here." "Didn't want to leave my friends."

10%

3. **I don't want to go.**
9%

4. **I wasn't interested in the courses.**
"The courses just didn't interest me." "I am really not interested." "Had no interest."

8.7%

5. **Poor image of the vocational school.**
"Not quality education." "Too much drugs." "I think it's a lost cause."

8.7%

6. **It didn't meet my needs.**
"I didn't feel like it was for me." "It wasn't towards the goal I was looking for." "It just didn't seem to be the right choice for me."

8%

7. **I did not want to change schools.**
"Because I wanted to stay in the high school." "Because I like high school better." "I want to stay at my home school."

7%

8. **Parents advised me against enrolling.**
"Parents didn't want me to go." "Mom wouldn't let me." "My mother didn't want me to go."

5%

9. **Poor image of the vocational students.**
"I don't like the people that go there." "Too much trouble when all the pot heads attend." "Most students go so they can smoke, I do other things to get by." "It's full of drug heads and drunks."

4%

10. **Too far to travel.**
"It is too far." "JVS is too far away." "Too far to go every day." "Too much travel."

3.9%

11. **I don't know.**
"I didn't know what I wanted to take." "I don't really know."

3%

12. **I want academic classes.**
"Choose to take academic classes." "I wanted academic classes." "Because I need all academic classes."

2.3%

13. **Recently moved to school district.**
"Just moved here."

.10%

14. **Because you mainly stay in one class.**
"Because you mainly stay in one class."

.3%

Table 7 summarizes in rank order, the 14 reasons for not enrolling at the Lawrence County JVS. Students were to indicate the extent of agreement with each statement. They could indicate from among the following categories: no concern, little concern, some concern, great concern or I did not think about it. The responses were coded 1 for "no concern" along a continuum to 4 for "great concern". "I did not think about it" was coded separately.

Table 7

Reasons for Not Enrolling at the Lawrence County JVS

Rank Order	Reasons	Mean	Extent of Concern *NC	LC	SC	GC	N/A
1.	Home school will better prepare a student for college	3.27	13%	7%	13%	56%	9%
2.	Unwilling to leave my friends at my home school	2.89	18%	11%	24%	36%	10%
3.	Association with students from the JVS	2.37	29%	18%	18%	21%	13%
4.	The image of the JVS	2.34	27%	16%	18%	18%	18%
5.	The programs offered at the JVS	2.33	31%	16%	14%	22%	15%
6.	Loyalty to my home school	2.27	32%	12%	14%	19%	22%
7.	Unable to participate in extracurricular activities	2.19	40%	8%	10%	22%	19%
8.	Unable to participate in sports at my home school	2.08	43%	9%	10%	19%	19%
9.	Classes are out too late in the day at the JVS in order to work after school	1.61	51%	9%	6%	8%	25%
10.	Difficulty with transportation to the JVS	1.58	58%	11%	5%	9%	16%

* NC = No Concern
LC = Little Concern
SC = Some Concern
GC = Great Concern
NA = I did not think about it

The most popular reason for not enrolling at the Lawrence County JVS was that students felt that their home schools better prepared them for college. The mean score for that reason was

3.27, indicating that students had some concern about choosing to attend the JVS if their home school would better prepare them for college. Students indicated little to no concern about the difficulty of transportation as a reason for not enrolling at the Lawrence County JVS.

Thoughts About Vocational Education

Students were asked to respond to an open-ended question regarding their thoughts when they think about vocational education. The 544 students could list as many thoughts as they wished. There were a total of 489 thoughts listed. They were categorized into positive, negative, and neutral thoughts. Sixty-nine percent of the thoughts were positive, twenty-six percent were negative and six percent were neutral. The categories are listed below in rank order, along with student quotes and percentages in each category.

THOUGHTS ABOUT VOCATIONAL EDUCATION

A. **Positive** (68.8%)

1. **It is for people not interested in college.**
   "It is a learning experience for those who wish not to attend college and who have little or no expectations in life." "It is for people who don't want to take time to go to college." "I think it is a good idea for those who don't want to go to college."

   27.4%

2. **Vocational education is a good idea.**
   "I think it's a good idea." "I think that vocational education is great."

   19.4%

3. **It is training for a future career.**
"Specific training for a specific job." "Vocational education makes me think of training for a career." "On the job training for special vocational field." "A place to learn your career while you are still in high school."

15.6%

4. **It helps you to understand and learn more about a specific area of work.**
"To help a person know more about a field of study." "A school where one can go and learn in a specific area." "Learning and helping others." "I think of education that is good for people who are waiting to go into the field that they have chosen."

6.4%

B. **Negative** (25.6%)

1. **It is for people who can't learn anything else.**
"I think vocational education is a good thing for some students who don't do well in high school." "Vocational education is for losers [sic] who can't afford to go to college." "For idiots that are too stupid to learn in regular school."

9%

2. **It serves no purpose.**
"I think it's a waste of time." "I think you teach to goof off instead of giving someone an education." "It is a waste of money."

5.1%

3. **People who go to school there use drugs.**
"It is a place where all the druggies go to get education." "People getting high on drugs." "A lot of people go there to buy and sell their marijuana."

3.5%

4. **People are training for low paying jobs.**
"People end up working at gas stations or some other dirty underpaid job." "Not much chance for a good salary." "I think about being on welfare and having 10 kids and a 341 pound wife."

3.5%

5. **Troublemakers go to school there.**
"The people who like to stay in trouble all the time or the disruptive people of the school." "It's all right for some people to get their throat slit." "Everyone is a scum."

2.7%

6. **I don't like vocational education.**
"I don't like it."

1.3%

7. **It's stupid.**
"It is very stupid and I think I want to throw up when I hear JVS."

0.006%

C. **Neutral** (5.7%)

1. **I never thought about it.**

4.1%

2. **I am not interested.**

1.6%

Thoughts About the Lawrence County JVS

Students were also asked to give their thoughts when they think about the Lawrence County JVS. Students could list as many thoughts as they wished. There were 355 responses. The responses were categorized into positive, negative and neutral categories. Fifty-seven percent of the responses were judged to be positive, while thirty-four percent were judged to be negative and nine percent were judged to be neutral. The categories are listed below in rank order, along with student quotes and percentages in each category.

THOUGHTS ABOUT LAWRENCE COUNTY JVS

A. **Positive** (57.5%)

1. **It's a nice school.**
"The school is a nice place to learn." "The setting was nice, clean and inviting and it seems like a lot of quality time was spent learning." "I have attended the Lawrence County JVS with my cousin, and it is a very nice place that offers training in many careers."

32.4%

2. **It helps you to get acquainted with trades and to get job training.**
"It helps you to understand a certain trade more than what you already know about it." "It is helpful in deciding your future." "I think the Lawrence County JVS is the perfect place for people who want to learn about a particular field."

12.7%

3. **A place for people who don't want to go to college.**
"Most people go there have no plans on going to college." "I think it is a good place for those students who don't want to go to college." "The Lawrence County JVS offers many different types of programs that benefit those who are not interested in attending college."

12.4%

B. **Negative** (34.1%)

1. **Too many drugs out there.**
"People smoking pot and taking drugs." "Drugs and a waste of time." "Too many drugs are passed around." "Drugs and fighting between schools, people always in trouble and that is not for me."

11.8%

2. **A place for slow learners.**
"It's easy high school credit for lazy people with low grades." "It shouldn't be in existence, people who made Ds and Fs all through school go there and make As and Bs." "It's just an easy way out."

7.3%

3. **It's a lower class school.**
"Just a bunch of scum." "I think it's scummy and I hate it." "It's a scummy place."

4.8%

4. **I don't want to go there.**
"It's not a place I want to go." "I have never gone there."

4.8%

5. **It serves no purpose.**
"People that go there do not really learn anything."

2.3%

6. **It's stupid.**

2.3%

7. **Racial prejudice exists.**
"The Klan is out there."

0.8%

C. **Neutral** (8.4%)

1. **I don't know anything about it.**

7.3%

2. **They don't have the classes I wanted.**

1.1%

Images of the Lawrence County JVS

Students' images of the Lawrence County JVS were determined by computing a composite score. Students were asked to respond to a set of ten reasons for not enrolling at the Lawrence County JVS. Students responded whether the reason was of no concern (coded 1), little concern (coded 2), some concern (coded 3), great concern (coded 4) or if they did not think about it (coded

separately). Those who were greatly concerned with the reasons (higher composite scores) were judged to have a negative image of the Lawrence County JVS. Those with no concern, (lower composite scores) were judged to have a positive image of the JVS. Scores ranged from 3 to 40. The overall mean score for this image score was 19.95. Table 8 shows that the students from Dawson have the most negative image of the JVS as is evidenced by the mean score of 20.65. The students from Fairland have the least negative image, with a mean score of 19.12.

Table 8

Students' Images of the Lawrence County JVS

	Mean	Standard Deviation	Cases
Chesapeake	20.64	7.60	47
Rock Hill	19.39	5.42	103
Symmes Valley	19.74	6.90	38
South Point	19.53	7.28	120
Ironton	21.38	8.69	78
Dawson	20.65	6.05	54
Fairland	19.12	6.80	77
Total	19.95	7.00	517

Students' Levels of Information About the Lawrence County JVS

Students were asked to indicate when they first heard about the Lawrence County JVS. Forty-three percent (231 students) said they had first heard about the school in junior high (grades 7-8). Twenty-five percent (134 students) said they first heard about the school in their freshman year (ninth grade), while sixteen percent said they first heard about the school in

elementary school (grades 1-6). Twelve percent (63 students said they first heard about Lawrence County JVS during their sophomore year (tenth grade). Five percent (25 students) said they had never heard about the school.

Students were asked to what extent they were informed about the vocational class offerings at the Lawrence County JVS. Fifty-eight percent (313 students) responded that they were slightly informed, while thirty-two percent (175 students) said they were very informed and ten percent (56 students) said they were not informed at all.

When asked if they would like to have had more information on the Lawrence County JVS, sixty-four percent (346 students) said no, while thirty-six percent (196 students) said yes.

For those students responding yes, they were asked what kinds of information would have been helpful. Four choices were listed (visits, videos, brochures, speakers) along with a space for students to write in their suggestions. Students could circle as many kinds of information as they wished. There were 133 responses for more information by way of visits to the school. There were 121 responses for more information by way of speakers. There were 118 responses for more information by way of brochures/pamphlets and 92 responses for more information by way of videos. There were only eight students who wrote in other suggestions.

Students were asked when this information would have been helpful to them. They could circle as many of the four responses

(elementary school, junior high, 9th grade, 10th grade) as they wished. There were 493 total responses. There were 175 responses indicating that freshman year (ninth grade) would be the best time for information to be made available. There were 149 responses that the sophomore year (tenth grade) would be the best time, while 133 responses indicated that junior high (grades 7-8) would be the best time. Only 36 responses indicated that elementary school (grades 1-6) was the time when more information would have been helpful.

When directly asked if they ever seriously considered attending Lawrence County JVS, sixty-three percent (342 students) said yes, while thirty-seven percent (202 students) said no.

Visitation Experiences

When students were asked if they ever visited a vocational school, eighty-one percent (443 students) said yes, while eighteen percent (97 students) said no. For those students answering yes, they were asked when they visited the vocational school. They could indicate as many times as they wished by circling the grades in school when the visit was made. There were a total of 473 responses. The majority of the visits (422 responses) were made during their sophomore year (10th grade). Only twenty-four students said that they visited in junior high (grades 7-8), while fifteen students said they visited in their freshman year (9th grade), and twelve students said they visited while in elementary school (grades 1-6).

Students were asked if they would have liked to visit the vocational school when they were in elementary school. Fifty-five percent (300 students) said no, while forty-four percent (241 students) said yes.

They were also asked if they would have liked to visit the vocational school when they were in junior high school. Sixty percent (326 students) said yes, while thirty-nine percent (213 students) said no.

Students indicated whether or not they visited the Lawrence County JVS with their sophomore class. Seventy-seven percent (421 students) said yes, while twenty-two percent (122 students) said no. For those who answered no, the students wrote in their reasons. The following are the reasons that students did not visit the Lawrence County JVS with their sophomore class.

WHY STUDENTS DID NOT VISIT THE LAWRENCE COUNTY JVS WITH THEIR SOPHOMORE CLASS

1. **Absent from school the day of the visit.**
   "Because I didn't go to school that day." "Because I was in the hospital." "Because I was sick."

   42%

2. **Didn't want to go.**
   "Did not want to attend." "I already knew what classes I needed so I had made up my mind not to go." "I don't want to."

   24%

3. **Not interested.**
   "Wasn't interested." "Had no interest." "I wasn't interested."

   10.5%

4. **Recently moved to school district.**
"I just moved in here March of 1990." "Just moved here." "I didn't live here." "I was in a different school in a different state."

10%

5. **Poor image of the Lawrence County JVS.**
"It was stupid." "Scum." "I skipped school and got drunk." Because I would rather go with my parents so they can see all the druggies and losers [sic] in Lawrence County." "Because I think it is a waste [sic]."

6%

6. **I didn't feel like it.**

3.5%

7. **Was not permitted to go.**
"My counselor wouldn't let me go."

1.7%

8. **I got lost.**
"Because I got lost." "I got lost on the way."

1.7%

9. **Did not consider the JVS in my educational choices.**

.8%

To determine if students had made their decisions not to attend the Lawrence County JVS before they visited the school, a question was designed. Forty-six percent of the students (248 students) indicated they had made their decision not to attend before visiting the school. Forty percent (216 students) said they had not made their decision not to attend Lawrence County JVS before they visited the school. Fourteen percent (77 students) said they had never visited the school.

Consideration Taken Seriously

Students were asked if they ever seriously considered attending the Lawrence County JVS. Sixty-four percent (350 students) said no, while thirty-five percent (189 students) said no. One percent (4 students) did not answer this question.

When Disinterested in the JVS

Students were asked when they first began to think that they were not interested in attending the Lawrence County JVS. Forty-two percent (230 students) indicated that it was during their sophomore year, while twenty-one percent (116 students) thought it was in their freshman year. Twenty-one percent (114 students) thought it was in their junior high school (grades 7-8), while ten percent (55 students) thought it was in elementary school (grades 1-6). Five percent (29 students) did not answer this question.

Students' Satisfaction with Decision Not to Attend the JVS

Students were asked if they were satisfied with their decision not to attend the Lawrence County JVS. Sixty-five percent (356 students) were very satisfied with their decision. Fifteen percent (82 students) were neither satisfied not dissatisfied with their decision. Ten percent (56 students) were somewhat satisfied, while six percent (31 students) were somewhat dissatisfied. Three percent (16 students) were very dissatisfied, while one percent (3 students) did not respond to this question.

Students Change Minds About Attending JVS

Students were asked if they had signed up during their sophomore year to attend the Lawrence County JVS but then changed their mind before attending any classes. Eighty-eight percent (478 students) said no, while eleven percent (62 students) said yes. For those that indicated they had changed their minds, they were asked to write in their reasons. Listed below are the reasons cited.

WHY STUDENTS CHANGED THEIR MINDS ABOUT ATTENDING THE LAWRENCE COUNTY JVS

1. **I didn't want to leave my friends.**
   "Friends weren't going." "Wanted to stay with friends." "Because I wanted to stay here with my friends."

   13.1%

2. **I did not want to change schools.**
   "I just decided to stay at the high school." "I thought I should stay here and take my math and foreign language." "I want to stay at my high school."

   13.1%

3. **Poor image of the vocational school.**
   "Somewhat of a sucky place." "Fighting and drugs." "I don't like the atmosphere."

   11%

4. **Parents advised me against enrolling.**
   "My mother won't let me attend." "My parents won't let me go." "My parents didn't like my decision."

   11%

5. **Poor image of the vocational students.**
   "Because scums go there." "Because they had a klan out there."

   11%

6. **I had to repeat classes.**
"Had to repeat sophomore math." "They wouldn't let me because I failed one class."

7. **I am planning to attend college.**
"Thinking toward college." "I needed the college at FHS to get to college."

5.6%

8. **I want to go to vocational school.**
"Did not feel it was the place for me after all but now I wish I had went." "I need to learn a trade."

5.6%

9. **Changed my mind after I went there.**
"I went for two weeks."

5.6%

10. **It didn't meet my needs.**
"Couldn't get in what I wanted." "I didn't need to because I already had a job." "I didn't think I needed it that much."

4%

11. **I want to stay in other activities at the high school that didn't offer JVS.**
"At the time I was involved in other activities." "Will be deprived of band."

4%

12. **I don't know.**
"I really don't know." "I didn't know quite what I was going to do."

4%

13. **Scheduling problems.**
"I thought I would be late for football practices."

2%

14. **I didn't want to go.**

2%

Students were also asked if they had attended classes at the Lawrence County JVS during their junior year and then went back to their home high school within a few days. Ninety-five percent (518 students) said no, while four percent (22 students) said yes. One percent (4 students) did not answer this question.

For those students that said yes, they were also asked to cite their reasons for deciding to stop attending the Lawrence County JVS. Listed below are the seven reasons that were cited.

WHY STUDENTS DECIDED TO STOP ATTENDING THE LAWRENCE COUNTY JVS

1. **Poor image of the vocational students.**
   "Because there was a couple of pot heads out there that kept causing trouble." "Too much stuff going on, too many pot heads." "The students and drugs."

   31% = 5 reasons

2. **I don't like staying in one class all day.**
   19% = 3 reasons

3. **Poor image of the vocational school.**
   "I didn't like the school." "Because it is a joke and too many drugs." "It stinks."

   19% = 3 reasons

4. **I didn't like it.**
   13% = 2 reasons

5. **I didn't want to leave my friends.**
   "I missed my friends."

   6% = 1 reason

6. **I am planning to attend college.**
   "Because I really need the college classes."

   6% = 1 reason

7. **I don't know.**
"I wasn't sure about the decision I made about not attending JVS."

6% = 1 reason

Future Occupations

Students were asked to indicate if they had selected their future occupation. Sixty-five percent (355 students) said yes, while thirty-four percent (185 students) said no. Of those who had selected a future occupation, students were asked to specify in writing their future occupation. The respondents could indicate as many responses as they wished.

The occupations that students chose for their future are listed below in rank order.

Future Occupation	Frequency
Nurse	30
Teacher	27
Business Person	26
Air Force Personnel	24
Doctor	21
Radiologist	17
Computer Operator	16
Lawyer	15
Musician	12
Physical Therapist	12
Secretary	11
Psychologist	10
Designer	9
Artist	8
Architect	6
Communications	5
Electronic Engineer	5
Manager	4
Mathematician	4
Police Officer	4
Veterinary Medicine	4
Actor	3
Carpenter	3
Cosmetologist	3
Dancer	3

Journalist	3
Pharmacist	3
Psychiatrist	3
Accountant	2
Anesthesiologist	2
Anthropologist	2
Civil Engineer	2
Counselor	2
Day Care Operator	2
DEAF Education	2
Detective	2
Electronics	2
Fire Fighter	2
Garbage man	2
Housewife	2
Marine Biologist	2
Marketer	2
Mechanic	2
Pediatrician	2
President of USA	2
Professional Car Driver	2
Shop	2
Sports Medicine	2
State Highway Patrol Officer	2
Aerospace Engineer	1
Agriculturalist	1
Archaeologist	1
Architectural Engineer	1
Athlete	1
Aviator	1
Banker	1
Bar Owner	1
Baseball Player	1
Broadcaster	1
Cardiologist	1
Chemical Engineer	1
Chemist	1
Chiropractor	1
Christian Minister	1
Clothing and Textiles	1
Construction Worker	1
Cotton Picker	1
Dental Hygienist	1
Dental Assistant	1
Doctor's Assistant	1
Drafting	1
FBI Agent	1
Fosterer	1
Home Economist	1
Industrial Arts	1
Legal Assistant	1
Medical Technologist	1

Model	1
Novelist	1
Optometrist	1
Paramedic	1
Photographer	1
Physical Education	1
Politician	1
Respiratory Therapist	1
Restaurant	1
Social Worker	1
Sports Trainer	1
Sports Broadcaster	1
Surveyor	1
System Analyst	1
Translator	1
Truck Driver	1
TV	1
Under water welder	1
Welder	1
Work in a Plant	1
Zoologist	1

Courses to Prepare for Future Occupations

Students were asked to write in which high school courses they thought will most help them to prepare for their future occupations. The following courses are listed in rank order.

Courses	Frequency
Mathematics	170
English	117
Chemistry	68
Sciences	67
Algebra	55
Business	42
Computer	39
Biology	36
History	34
Typing	34
Accounting	31
Physics	27
Anatomy	22
Psychology	21
College Prep Classes	17
Drafting	16
Art	15
Geometry	12
Music - Band - Chorus	12

Trigonometry	12
Calculus	10
Foreign Languages	10
Health	8
Home Economics	8
Speech	8
Study Hall	8
Law	7
Shorthand	7
Gym Class	6
French	6
Social Studies	5
Sociology	5
Spanish	5
Academic	4
American Government	3
Communications	3
Drama	3
Economics	3
Sex Education	3
Consumer	2
Family Living	2
Literature	2
Office Procedures	2
Physical Education	2
Radio	2
Record Keeping	2
Agriculture	1
Architecture	1
Athletics	1
Carpentry	1
Child Care	1
Clerical	1
Design	1
Engineering	1
Industrial Arts	1
Journalism	1
Marketing	1
Occupational Work Exp.	1
Political Science	1
Race Driver	1
Reading	1
Shop	1
Singing	1
Sports	1
Zoology	1

Relationships Between Schools and Students' Characteristics and Students' Images of Lawrence County JVS

The relationships between three student characteristics: 1) gender, 2) race and 3) where a student lives, and images of the Lawrence County JVS were explored. Reasons students do not enroll in the Lawrence County JVS are based on students' images. The question on the survey utilized a Likert scale with a 4 indicating they were greatly concerned with the statement, while a 1 indicated they had no concern. Higher scores indicated that the student had a poorer or more negative image of the Lawrence County JVS. That is, if they had a great concern for the reasons listed on the questionnaire as a factor for not enrolling, then they had a poorer image of the Lawrence County JVS.

Schools

Table 9 shows the analysis of variance, mean scores and standard deviation for students' images of the Lawrence County JVS. There was not a statistically significant ($p<.05$) difference in mean scores between students at the seven schools.

Table 9

Analysis of Variance Between Schools and Images of the Lawrence County JVS

Images of Lawrence Co.JVS	Schools						
	C	R	S	SP	I	D	F
n	47	103	38	120	78	54	77
Mean	20.6	19.4	19.7	19.5	21.4	20.6	19.1
Standard Deviation	7.6	5.4	6.9	7.3	8.7	6.0	6.8

Source	df	SS	MS	F	p
Between Groups	6	317.6	52.9	1.1	.37
Within Groups	510	24,987.3	49.0		
Total	516	25,304.9			

C=Chesapeake
R=Rock Hill
S=Symmes Valley
SP=South Point
I=Ironton
D=Dawson
F=Fairland

Gender

Table 10 shows the mean scores, standard deviations and analysis of variance for students' images of the Lawrence County JVS by gender. There was a statistically significant ($p<.05$) difference in mean scores between male and female students. Females had a mean score of 20.77 on the image of the Lawrence County JVS, while males had a mean score of 19.19. Females had a more negative image of vocational education than did males.

Table 10

Analysis of Variance Between Students' Gender and Images of the Lawrence County JVS

Images of Lawrence Co.JVS	Gender	
	Female	Male
n	257	259
Mean	20.77	19.19
Standard Deviation	7.05	6.86

Source	df	SS	MS	F	p
Between Groups	1	321.0	321.0	6.6	.01
Within Groups	514	24,863.7	48.4		
Total	515	25,184.7			

Race

Table 11 indicates the mean scores, standard deviations and analysis of variance for students' images of the Lawrence County JVS by race. There was not a statistically significant ($p<.05$) difference in mean scores between the five categories of race and students' images of the Lawrence County JVS.

Table 11

Analysis of Variance Between Students' Race and Images of the Lawrence County JVS

Images of Lawrence Co. JVS	Race				
	Asian	Black	Nat.Am.	White	Other
n	2	10	15	478	7
Mean	15.0	18.1	22.1	20.0	16.9
Standard Deviation	7.1	8.0	5.1	7.0	10.3

Source	df	SS	MS	F	p
Between Groups	4	221.9	55.5	1.1	.34
Groups	507	24,828.1	49.0		
Total	511	25,050.0			

Students' Residences

Table 12 summarizes the mean scores, standard deviations and analysis of variance for students' images of the Lawrence County JVS by students' residences. There was a significant ($p<.05$) difference in mean scores of students who lived in different locations with their images of the Lawrence County JVS. The Tukey multiple range test revealed the difference was between students who lived in a suburb of a town or city and those students that lived in a city or town.

Table 12

Analysis of Variance Between Students' Place of Residence and Images of the Lawrence County JVS

Images of Lawrence Co. JVS	Place of Residence			
	Farm	Rural	Suburb	City
n	49	198	111	153
Mean	19.2	20.0	18.8	21.2
Standard Deviation	6.2	6.6	7.3	7.3

Source	df	SS	MS	F	p
Between Groups	3	415.5	138.5	2.9	.04
Within Groups	507	24,387.1	48.1		
Total	510	24,802.7			

Influencers on Not Enrolling at the Lawrence County JVS

Table 13 indicates in rank order, the people who most influenced the students when making their decision to not enroll in the Lawrence County JVS. Students were asked to indicate on the questionnaire by responding "yes" or "no" if they had discussed with the people listed, their decision to not enroll at the Lawrence County JVS. If the student indicated "yes", that is, they had discussed enrolling at Lawrence County JVS with that person, they were also asked to indicate to what extent they had been influenced by that person. The levels of extent of influence included: greatly discouraged me, somewhat discouraged me, neither discouraged nor encouraged me, somewhat encouraged me and greatly encouraged me.

Sixty-six percent of the students indicated that they had discussed their decision to not enroll in the Lawrence County JVS with their friends. Friends were the most consulted persons. Of those that discussed their decision with their friends, twenty-seven percent indicated that their friends neither encouraged nor discouraged them from enrolling. Seventeen percent indicated that their friends greatly discouraged them from enrolling. Four percent were greatly encouraged by their friends to enroll. Thirteen percent were somewhat discouraged by their friends to enroll. Six percent where somewhat encouraged by their friends to enroll.

The least influential person was the band director, with 2% of the students responding that they had discussed their decision to not enroll with him or her.

Table 13

Influencers on Not Enrolling in Lawrence County JVS

Rank Order		f	% Yes	* Extent of Encouragement				
				1	2	3	4	5
1.	Friend(s)	360	66%	17%	13%	27%	6%	4%
2.	Mother/female guardian	347	64%	21%	10%	20%	6%	7%
3.	Father/male guardian	328	60%	18%	8%	21%	6%	6%
4.	Brother(s)/sister(s)	243	45%	12%	7%	18%	4%	4%
5.	Counselor(s)	234	43%	8%	4%	20%	7%	5%
6.	Other relative	215	40%	9%	5%	18%	5%	3%
7.	Girl/boy friend	209	38%	11%	6%	16%	3%	2%
8.	Teacher(s)	188	35%	8%	4%	18%	4%	2%
9.	Athletic coach(es)	141	26%	10%	2%	13%	1%	1%
10.	Band director	114	21%	9%	2%	10%	1%	1%

*1 = Greatly discouraged me
2 = Somewhat discouraged me
3 = Neither discouraged nor encouraged me
4 = Somewhat encouraged me
5 = Greatly encouraged me

Influencers in Making Career Choices

Students responded to a question that asked them who is helping them to make career choices. A list of eight people were presented in addition to a section indicating that no one was helping them in making their career choices. Students could select as many people or responses as they wished. There were a total of 1,145 responses made by the 544 students. The person that is most helpful in making students' career choices is their mother, with twenty-six percent of the responses indicating that the mother helps in making career choices. Fifteen percent of the responses indicated that no one is helping. Teachers are the least influential, with only five percent of the responses

indicating that they were influenced by their teachers. Table 14 lists in rank order the people who help students in making career choices.

Table 14

Helpers in Career Choices

Responses	f	%
Mother	299	26%
Father	245	22%
No One is Helping	168	15%
Friend	102	9%
Boy/Girl Friend	80	7%
School Counselor	67	6%
Other Relative	63	5%
Brother/Sister	62	5%
Teacher	59	5%
Total	1,145	100%

Further Education Plans

Students were asked if they plan to enroll in additional education beyond high school. Seven percent said no. Thirteen percent said they were not sure. Nine percent planned to continue with their education beyond high school by enrolling in a professional or graduate school. Forty-seven percent planned on enrolling in a four year college. Six percent planned on enrolling in a two year technical school. Fifteen percent planned on additional education, but did not know which type of school they would attend. Four percent did not respond to this question.

Plans to Enter the Military

Students indicated their plans to enter the military (Ex. army, navy, air force, marines) after high school. Thirty-nine percent indicated that they definitely will not enter. Twenty-three percent said they were not sure. Twenty percent said they were not likely to enter, while nine percent said they were likely to enter. Six percent said they definitely will enter the military after high school. Four percent of the students did not answer this question.

Courses to Offer at the Home School

Students were asked to write in their suggestions on what courses not presently offered at the Lawrence County JVS they would like to see offered at their home high school. Listed below are their suggestions in rank order.

Courses	Frequency
Business	19
Cosmetology	17
Law	10
Child Care	9
Welding	9
Computers	8
Mechanics - Auto	8
Nursing	8
Auto body	7
Photography	7
Theater	7
Sex Education	6
Accounting	5
Electronics	5
Music	5
Engineering	4
Management	4
Medicine (Pre-med)	4
Typing	4
Chemistry	3

Interior Design	3
Science	3
Communication	2
Architecture	2
Art	2
Calculus	2
Dancing	2
Diversified Health Occupations	2
Drafting	2
Electricity	2
Electronic Engineering	2
Foreign Language	2
Gynecology	2
Machine Trades	2
Marketing Education	2
Mathematics	2
Microbiology	2
Occupations	2
Pharmacy	2
Psychology	2
Restaurant	2
Shorthand	2
Wood Shop	2
Aerobics	1
Agriculture	1
Aviation	1
Bartender	1
Career Guidance	1
Carpentry	1
Child Development	1
Clothing	1
College Preparatory	1
Construction	1
Creative Writing	1
Criminology	1
Current issues	1
Fire Fighting	1
Genetics	1
Geography	1
Government and Social Studies	1
Graphics	1
Health	1
Heating & Air Conditioning	1
History	1
Home Education	1
Humanity	1
Journalism	1
Law Enforcement	1
Masonry	1
Nuclear Physics	1
Parenting	1
Philosophy	1

Physical Education	1
Plumbing	1
Public Speaking	1
ROTC	1
Sky Diving	1
Sociology	1
Surgery	1
Surveying	1
Theology	1
Tractor	1
Trigonometry	1
TV	1
X-Ray Technology	1
Yoga Classes	1
Zoology	1

Courses to Offer at the Lawrence County JVS

Students were asked to write in their suggestions on what vocational classes they would like to see offered at the Lawrence County JVS. The following list are the students' suggestions in rank order.

Courses	Frequency
Computer	19
Music	18
Law	15
Business	14
Pre-Med	14
Designing	10
Engineering	10
X-Ray	9
Animal Care	8
Art	8
Autobody	8
Sex education	7
Aviation	6
Carpentry	6
Nursing	6
Physical Therapy	6
Acting	5
Biology	5
College courses	5
Psychology	5
Communications	4
Drafting	4
Electronics	4

Foreign Languages	4
Mechanics	4
More educational ones	4
Physiology	4
ROTC	4
Agriculture	3
Architecture	3
Heating	3
Journalism	3
Photography	3
Sewing	3
Basketball	2
Child care	2
Cotton Picker	2
Electricity	2
Masonry	2
Mathematics	2
Nuclear Physics	2
Psychiatry	2
Radio	2
SAAD	2
Sciences	2
Pharmacy	2
Sociology	2
Teaching class	2
Visual Technical Movies	2
Welding	2
Algebra	1
Anatomy	1
Bartender	1
Body Shop	1
Broadcasting	1
Car Building	1
Construction Work	1
Cosmetology	1
Dancing	1
Dentistry	1
Diesel	1
Entertainment	1
FFA	1
Fire Arms Classes	1
Fire Fighter	1
Forestry	1
Garbage men	1
Helping with handicapped	1
History	1
Home Economics	1
Hospital Administration	1
Hypnosis	1
Infant Hospital Care	1
Management	1
Marketing	1

Married Life	1
Medical Technology	1
Occupational Work Adjustment	1
Paramedic	1
persons	1
Physical Sciences	1
Physical education	1
Physician	1
Police Academy Training	1
Political	1
Skillful drawing	1
Small Engine Repair	1
Special Effects Movies	1
Speech	1
Sports	1
Surveying	1
Swimming	1
Travel Study	1
Trigonometry	1
Truck Driver	1
TV	1
Writing	1

Interest in an Alternative Delivery System

Students were asked if they would have been interested in attending the Lawrence County JVS during their sophomore and junior years and then return to their home high school for their senior year. Seventy-two percent (394 students) said they would not be interested, while twenty-six percent (142 students) said they would be interested. Two percent (8 students) did not answer this question.

Suggested Social Activities, Clubs & Events

Students were asked to write in their suggestions for additional social activities, clubs or events that they would like to see offered at the Lawrence County JVS. Listed below in rank order are the students' suggestions.

Activity	Frequency
Football	33
Musical Activities	25
Basketball	17
Sports	15
SAAD Club	14
Dance	11
Cheerleader	7
Student Council	6
Softball	5
Baseball	4
Drama Club	4
Better club and quiz bowl	3
Competitions in each class	3
Trips	3
Art Club	2
Foreign Language Clubs	2
Weight Lifting	2
Wrestling Team	2
4-H Organization	1
Beta Club	1
Bowling Club	1
Boxing	1
Calculus Club	1
Chess Club	1
Drag Racing	1
Ecology Club	1
FFA	1
Game Club	1
Golf	1
Gym	1
History Club	1
Home Economics Club	1
Key Clubs	1
Majorette	1
Mathematics Club	1
Mechanic Club	1
Motocross	1
Parties	1
Science Club	1
Sex Education Club	1

Student Government Club	1
Swimming	1
Tea Clubs	1
Teen Bars	1
Track	1
Tractor Pulls	1
Turkey Shoot	1
Voc. Education Quiz	1
Volleyball	1

Image of the JVS Attendance Policy

Students were asked if they felt that the Lawrence County JVS attendance policy was any different than the one at their home school. Sixty-three percent (343 students) indicated that they did not know. Fourteen percent (78 students) indicated that the policy at the JVS was different and was more strict. Eleven percent (62 students) indicated that the policy at the JVS was different and was less strict. Six percent (30 students) thought there was no difference and the two policies were the same. Six percent (30 students) did not answer this question.

SUMMARY IMPLICATIONS AND RECOMMENDATIONS

Purpose and Objectives

The purpose of this study was to investigate factors that influence a student not to enter into a high school vocational curriculum. Due to declining enrollment in vocational education programs, it is necessary to identify reasons why students are not enrolling. The specific objectives of this study were:

Research Objectives

1. To describe the characteristics of the students (gender, race, curriculum choice, place of residence,) who chose not to enroll into a high school vocational curriculum.
2. To describe the reasons students give for choosing not to enroll at the Lawrence County JVS.
3. To describe students' images of vocational education and the Lawrence County JVS.
4. To determine the relationships between student characteristics and reasons for not choosing to enroll at the Lawrence County JVS.
5. To determine who influences students to make decisions not to enroll in the Lawrence County JVS.
6. To determine how informed students are regarding vocational education class offerings.
7. To determine the future occupational choices of students.
8. To determine the future educational choices of students.
9. To determine if additional course offerings at the Lawrence County JVS would encourage enrollment.
10. To determine if alternative delivery systems at the Lawrence County JVS would encourage enrollment.
11. To determine who influences students when making career choices.
12. To determine when students first heard about and first visited the Lawrence County JVS.

13. To determine if students changed their minds about attending the Lawrence County JVS, and why they changed their minds.

14. To determine if students returned to their home schools after enrolling at the Lawrence County JVS and why they returned.

15. To determine what promotional materials would be helpful to inform students and when this information should be available.

16. To determine what social activities, clubs or events students would like to see offered at the Lawrence County JVS.

17. To describe students' perceptions of the Lawrence County JVS attendance policy.

Limitations of the Study

The results of this research can only be generalizable to 11th grade students in the seven feeder schools during the 1989-90 school year.

Upon answering the open-ended questions on the student instrument there may have been prompting for students' responses due to the design of the questionnaire. Since a list of potential reasons for not enrolling in vocational education and the Lawrence County JVS was provided, students may have been more likely to cite some of these reasons as their response on the open-ended questions.

Methodology

A census was taken from intact junior English and Government classes from the seven feeder schools. Data was collected in April of 1990.

The student instrument had been modified from a research study conducted at The Ohio State University by Rosemarie Rossetti in 1989. The modified instrument was field tested at Westerville North High School. Questionnaires were personally administered by the guidance counselor from the Lawrence County JVS and home school counselors.

Sample Selected

The seven schools that participated in the study included: Chesapeake, Rock Hill, Symmes Valley Local, South Point Local, Ironton, Dawson-Bryant and Fairland. There were 544 students surveyed.

Data Analysis

Data were analyzed using the Statistical Package for the Social Sciences on the main frame computer at The Ohio State University. The primary methods of statistical analysis for the questionnaire included: descriptive, correlational and analysis of variance. For the open-ended responses, data were analyzed manually by summarizing the responses into categories and tallying the frequencies.

Summary of Findings

School and Student Characteristics

The 544 students in the sample were from seven schools. Fifty-two percent of the sample were enrolled in an academic curriculum, while twenty-six percent were enrolled in a general curriculum. Twenty-one percent were enrolled in general subjects

with a special emphasis on business skills. One percent were in a vocational program. Fifty percent of the sample was male, while fifty percent was female. The majority of the sample (92.9%) was White (Caucasian), while 2.2% was Black, 1.7% Other, 2.8% Native American, 0% Hispanic and 0.4% Asian. Most of the students live in a rural area, but not on a farm (37.9%). Thirty percent of the students live in a city or town. There were twenty-two percent of the students who lived in a suburb of a town or city. Ten percent live on a farm.

Prior Experience in Business Classes

Fifty-five percent of the students were not previously enrolled in business classes at their home high school, while forty-five percent had been enrolled.

Reasons for Not Taking Business Classes

When asked why they did not take business classes at the Lawrence County JVS, the following top five reasons were given.

1. I didn't want to go.
2. I am planning for a college career.
3. I did not want to change schools.
4. There were scheduling problems.
5. It didn't meet my needs.

Reasons for Not Enrolling at the Lawrence County JVS

Responses to an open-ended question regarding students' reasons for not enrolling at the Lawrence County JVS revealed the following top five reasons.

1. I am planning for college.
2. I didn't want to leave my friends.
3. I didn't want to go.
4. I wasn't interested in the courses.
5. Poor image of the vocational school.

Potential reasons for not enrolling at the Lawrence County JVS were presented to the students. Results of the Likert scale responses show the following top five reasons.

1. Home school will better prepare a student for college
2. Unwilling to leave my friends at my home school
3. Association with students from the JVS
4. The image of the JVS
5. The programs offered at the JVS

Thoughts About Vocational Education

Responses to an open-ended question regarding student thoughts when they think about vocational education were summarized into categories. The responses were judged to be positive (68.8%), negative (25.6%) or neutral (5.7%). The categories and percentages are listed below.

A. **Positive** (68.8%)

1. It is for people not interested in college. 27.4%
2. Vocational education is a good idea. 19.4%
3. It is training for a future career. 15.6%
4. It helps you to understand and learn more about a specific area of work. 6.4%

B. **Negative** (25.6%)

1. It is for people who can't learn anything else. 9%
2. It serves no purpose. 5.1%
3. People who go to school there use drugs. 3.5%
4. People are training for low paying jobs. 3.5%
5. Troublemakers go to school there. 2.7%
6. I don't like vocational education. 1.3%
7. It's stupid. 0.006%

C. **Neutral** (5.7%)

1. I never thought about it. 4.1%
2. I am not interested. 1.6%

Thoughts About the Lawrence County JVS

Responses to the open-ended question regarding students' thoughts when they think about the Lawrence County JVS were summarized into categories. The responses were judged to be positive (57.5%), negative (34.1%) and neutral (8.4%). The categories and percentages are listed below.

A. **Positive** (57.5%)

1. It's a nice school. 32.4%
2. It helps you to get acquainted with trades and to get job training. 12.7%
3. A place for people who don't want to go to college. 12.4%

B. **Negative** (34.1%)

1. Too many drugs out there. 11.8%
2. A place for slow learners. 7.3%

3. It's a lower class school. 4.8%
4. I don't want to go there. 4.8%
5. It serves no purpose. 2.3%
6. It's stupid. 2.3%
7. Racial prejudice exists. 0.8%

C. **Neutral** (8.4%)

1. I don't know anything about it. 7.3%
2. They don't have the classes I wanted. 1.1%

Images of the Lawrence County JVS

Students' images of the Lawrence County JVS were measured with a composite score of students' responses to a list of potential reasons for not enrolling. Students at Dawson had a higher mean score (more negative image) than students at the other six schools. Students at Fairland had the most positive image of the Lawrence County JVS.

Students' Level of Information About the JVS

Forty-three percent of the students first heard about the JVS in junior high school, while twenty-five percent first heard about the school in their freshman year.

Fifty-eight percent of the students were slightly informed about the JVS, while thirty-two percent said they were very informed. Ten percent said they were not informed at all. Thirty-six percent said they would liked to have had more information about the JVS. Students would have liked to have

made more visits, had more speakers in to talk about the JVS and requested more brochures/pamphlets and videos be made available.

They would have liked to have had these materials made available in the ninth and tenth grades. Some also suggested that junior high grades would be a good time to distribute more information.

Sixty-three percent of the students had seriously considered attending the JVS.

Visitation Experiences

Eighty-one percent of the students indicated they had previously visited a vocational school. Seventy-seven percent said they had visited the JVS with their sophomore class. Many indicated that the reason they did not go on the tour at this time was because they were absent on the day of the tour. Forty-six percent of the students indicated they had made their decision not to attend the JVS before visiting the school.

Fifty-five percent said they would not liked to have visited the vocational school when they were in elementary school. Sixty percent said they would liked to have visited when they were in junior high school.

Considerations, Satisfactions and Interest Levels

Sixty-four percent of the students indicated they never seriously considered attending the JVS. When looking at the time in students' lives when they first began to think they were not interested in attending the JVS, forty-two percent indicated that

it was during their sophomore year. Sixty-five percent of the students are very satisfied with their decision not to enroll.

Students Change Minds About Attending JVS

Eighty-one percent of the students indicated they had not signed up during their sophomore year to attend the JVS but then changed their mind before attending classes. For the eleven percent that had changed their minds regarding attending, the following top five reasons were cited.

1. I didn't want to leave my friends.
2. I did not want to change schools.
3. Poor image of the vocational school.
4. Parents advised them against enrolling.
5. Poor image of the vocational students.

Four percent said they had attended classes at the JVS during their junior year and then went back to their home school within a few days. The top five reasons for returning include:

1. Poor image of the vocational students.
2. I didn't like staying in one class all day.
3. Poor image of the vocational school.
4. I didn't like it.
5. I didn't want to leave my friends.

Future Occupations

Sixty-five percent of the students said they had selected their future occupation, while thirty-four percent said they had

not. The top five occupations selected include: nurse, teacher, business person, air force personnel, doctor.

Relationships Between Schools and Students' Characteristics and Students' Images of the Lawrence County JVS

When looking at the relationships between student characteristics (gender, race, and place of residence) and their images of the Lawrence County JVS, statistically significant relationships were found.

Students from the seven schools tended to have variable images of the Lawrence County JVS. The differences in mean scores that measured students' images of the Lawrence County JVS were not statistically significant between schools.

Females had more negative images of the Lawrence County JVS. The difference in scores between females and males were statistically significant.

Native American students tended to have the most negative image of the JVS. The differences in mean scores of the images of the JVS between the five races were not statistically significant. Students who lived in the city or town had the most negative images of the Lawrence County JVS. There was a significant difference in mean scores of students who lived in different locations.

Influencers on Not Enrolling at the Lawrence County JVS

Students reported that they were influenced by others when choosing their high school curriculum. When deciding to not enroll at the Lawrence County JVS, the students' friends were most influential. The mother/female guardian was also influential, followed by the father/male guardian.

Influencers in Making Career Choices

Mothers were cited as the person who most influences students in making career choices. Fathers were ranked as a second choice. Fifteen percent indicated that no one was helping them.

Further Education Plans

Seven percent of the students do not plan to enroll in additional education beyond high school. Thirteen percent were not sure. Nine percent planned to go to a professional or graduate school. Forty-seven percent planned on enrolling in a four year college. Six percent planned on enrolling in a two year technical school. Fifteen percent planned on additional education, but did not know where.

Plans to Enter the Military

Thirty-nine percent of the students indicated that they definitely will not enter the military after high school. Twenty-three percent said they were not sure. Twenty percent said they were not likely to enter, while nine percent are likely to enter and six percent definitely will enter.

Courses to Prepare for Future Occupations

When asked what high school courses will most help them to prepare for their future occupations, students chose these top five courses: mathematics, English, chemistry, sciences and algebra.

Future Courses to Offer at the Home School

Students suggested these top five classes to offer at their home schools: cosmetology, psychology, child care, engineering, and autobody. Students also suggested these top five vocational classes to offer at their home schools: business, cosmetology, law, child care and welding.

Courses to Offer at the JVS

The following top five vocational courses were recommended by the students to offer at the Lawrence County JVS: computer, music, law, business and pre-med.

Interest in an Alternative Delivery System

Students were asked if they would have been interested in attending the JVS during their sophomore and junior years and then return to their home school for their senior year. Seventy-two percent said they would not be interested.

Suggested Social Activities, Clubs & Events

The top five social activities, clubs and events were suggested by students for the JVS: football, musical activities, basketball, sports and a SADD club.

Image of the JVS Attendance Policy

Sixty-three percent of the students did not know if the JVS attendance policy was any different that the one at their home school.

Recommendations to Educators

1. The image of vocational education and of the Lawrence County JVS needs to be improved. Students have rather negative images of the students enrolled. Efforts need to be made to promote the accomplishments of graduates. Include information about graduates going on to higher education and placement in occupations after high school.
2. Efforts should be made to ease the social transition when students change schools in order to attend the Lawrence County JVS. Home school friendship is a strong bond that is keeping students from enrolling. The JVS should be promoted as a friendly place that provides for social interactions. School events should be sponsored to encourage social interaction (Ex. proms, dances, in school parties and assemblies, intramural sports, student government). Marketing pieces should address the issue of leaving your

friends at the home school vs. increasing your friendship network at a new school.

3. The JVS needs to increase the amount of publicity showing placement rates and salaries of graduates. Students tend to think that graduates are not successful in getting employment after graduation.
4. The JVS needs to increase the amount of publicity showing scholarships students receive towards college as well as data on those going on for higher education.
5. When marketing the JVS, efforts need to concentrate on the idea of preparing for a career ladder. Indicate that vocational education can be a step up the ladder to a career and that further education may be needed to advance higher up the ladder. Promote the fact that students in vocational programs frequently do continue with their education.
6. Ideally, high school scheduling should be flexible enough to allow the college bound student the opportunity to explore vocational education courses for enrichment, exploratory or investigative purposes.
7. New course offerings should be considered for the home schools. Additional marketing should be done to explore employment possibilities and interest in the programs. Consideration of offering vocational courses should include discussion with administrators at the Lawrence County JVS and administrators at the home schools. New courses to

consider adding at the home schools include: business, cosmetology, law, child care and welding.

8. High school students could benefit from additional career guidance and career decision making. Efforts should be increased to implement additional time spent with students on making their career choices. Middle school and early high school aged youth should be targeted for this effort. Students should first hear about the JVS in the elementary or middle school grades.
9. Comprehensive high schools should sponsor tours of the JVS for all students prior to or during the sophomore year of high school. Students should be introduced to all program offerings. Opportunity for "hands-on" visits should also be make available for programs that interest the student.
10. Administrators need to give more leadership and resources toward the improvement of the public relations program at the Lawrence County JVS.
11. Public information should be directed at giving information to students and parents that vocational education can serve as a pathway to the work force, technical school or a four year college.
12. Innovative programs could be designed to allow students an opportunity to enroll for a portion of the vocational program and exit upon meeting their educational needs. A modified open entry-open exit program needs to be developed.

Semester and single period courses could be considered as student electives.

13. Increased efforts for articulation agreements need to be written and publicized, leading to advanced placement in technical schools and four year colleges.
14. Career orientation programs are needed in the junior high school level to ensure the enrollment of all students who desire vocational training.
15. Increased efforts at marketing vocational education should be made. Segment activities toward the students and their mothers.
16. Efforts should be made to investigate the students' claim that students attending the Lawrence County JVS use drugs. Students are forming negative images of the school based upon their perception that students use drugs and cause fights and disruptions. If drugs are used by the students, efforts should be taken to make the school drug free.
17. Marketing products to be developed include: video tapes and brochures/pamphlets. Students also desire more opportunities to visit the school and to hear from guest speakers.
18. Visits to the vocational school should be scheduled for junior high school aged students.
19. In an effort to retain students who attend classes at the JVS for the first few weeks their junior year and then return to their home school, networking is recommended with

students from the same home school. It is also advised that activities be sponsored the first days of school that encourage students to get to know their classmates and form new friendships.

20. The following new courses should be explored for consideration of future offerings at the JVS: computer, music, law, business and pre-med.

Recommendations for Further Research

1. Additional marketing research is needed to validate the need for additional employees in the surrounding geographic area for vocations as a nurse, teacher, business person, air force personnel and medical doctor.
2. Additional research is needed to explore the friendship bonds that keep students from leaving their home schools.
3. Additional research is needed to explore the mother-child relationship to determine how to use the mothers' influence to encourage enrollment in vocational education. One also needs to determine how she arrives at her images of vocational education.
4. Additional research is needed to determine if increased graduation requirements and increased college entrance requirements have made a significant impact on enrollment in vocational education.

5. Additional research is needed to determine what pre-college vocational courses would be most suitable for future nurses, teachers, business people, air force personnel and doctors.
6. Additional research is needed to study other additional student characteristics of those enrolled in academic and general curriculums.
7. A similar image study could be designed for students at the 7th-10th grade level. The purpose would be to determine when images of vocational education are formed and what those images are. A follow-up study on these same students could be taken when they reach the 11th grade to see if images change.
8. A follow-up study on this 11th grade sample could be designed to see if any students enroll in vocational courses during their 12th grade or enroll in a technical school after graduation.
9. One could explore reasons why students enroll in vocational education at their home schools and at the Lawrence County JVS. The reasons given can be compared with the results of this study.
10. One can study the student characteristics of those currently enrolled in vocational education at the home school as well as at the Lawrence County JVS. Characteristics to examine would include: grade point average, class rank, socioeconomic status, honors earned. Comparisons can be

made between students enrolled in general and academic curriculums.

11. A model needs to be developed in order to administer vocational education for students in dual vocational and academic curriculums. Further study is needed in order to establish how these programs will be scheduled and delivered.

Discussion

The researcher has made an attempt to describe images that students at each of the seven home schools have of vocational education and of the Lawrence County JVS. Those images are mixed: positive, negative and neutral. If one looks at the negative images, we see that students perceive that there is a drug problem at the JVS. They also see JVS students as slow learners. With thirty-four percent of the thoughts about the JVS being negative, one needs to be concerned. Likewise, we need to think about the students' negative image of vocational education. Those images of vocational education parallel with those of the JVS. Opinions of the respondents indicate that they view vocational education for people who can't learn anything else. Many feel that vocational education serves no purpose. Needless to say, these images are not favorable. They can do and are doing damage to enrollment in vocational education. We need to study these images and discover if they are based on truth or rumors. Each one of these negative images is a perceived barrier for student enrollment. Administrators need to face these images

and discover if they are justified and indeed true about vocational students and programs. If these statements are not true, then major efforts need to be taken to correct these claims. Public relations activities need to be put into place to address the misconceptions.

If these statements are true, then major changes are needed to offer programs that people need, that challenge and that attract reputable students.

We should also be troubled by the 5.7% and 8.4% of the students' thoughts that are neutral about vocational education and the Lawrence County JVS. This indicates a need for promotion and marketing efforts to be increased. Too many students have not thought about or know anything about vocational education and the JVS.

Data support this neutral image when one looks at the percent of students who had ever visited a vocational school. Only eighty-one percent of the students said they had visited. Eighteen percent had not visited a vocational school. When asked how many students visited the Lawrence County JVS with their sophomore class, twenty-two percent said they had not visited. How can an image be formed if the building and programs had not even been seen? It is apparent that students are forming images from what they hear and read, rather from what they see from a first hand experience. Significant improvements in image building can be made if more students experience the JVS and are

given a positive first impression. A first-rate tour for all sophomores in the VEPD would be a good start.

This study has also made clear the reasons students are not enrolling at the Lawrence County JVS. The evidence indicates that students who are preparing to enter college perceive that they cannot fit vocational courses into their schedules. They also believe that vocational courses do not prepare them for college. They also do not want to change schools nor leave their friends.

Forty-seven percent of the sample plan on enrolling in a four year college. Nine percent are even considering a professional or graduate school. Another six percent plan on enrolling in a two year technical school. Fifteen percent plan on some type of post-secondary education but are not sure where. Only seven percent of the students do not plan on continuing their education beyond high school. Is it any wonder why students are concerned in choosing what courses they take in high school in order to prepare for college? Is it realistic to believe that 77% of this sample will go on to post-secondary education? Do that many students really have the academic ability, financial backing and educational plans necessary to continue their education? What percent of last year's graduating class at each of the feeder schools actually went on to post-secondary education? How many will get a B.S. degree? Are students being realistic about the world of work, tuition costs and college entrance academic requirements? These questions are

posed for consideration by administrators and guidance counselors. Further exploration is needed to discover students' aspirations beyond high school.

Students feel that courses at the JVS are not interesting and do not meet their needs. Seventeen percent of the reasons for not enrolling at the JVS fell into these two categories. Yet, when asked what future occupation the students have selected, many indicated a profession that they could have prepared for in a high school vocational program. Examples include: nurse, business person, and doctor.

Why then did students still not choose to enroll? Perhaps they do not wish to dedicate two years in a joint vocational school towards that career. Perhaps they did not wish to limit their career choice at such a young age. Or perhaps they just wanted to leave their options open.

There are other explanations that justify why existing vocational programs are not interesting. Maybe it's because what we are offering is dull and boring or is presented in that manner. Maybe it's because we are offering programs that train students for boring jobs. Maybe we are training for jobs that no longer are in demand or are very low paying.

Another possibility exists to answer the question, why aren't students interested in our offerings? Perhaps they never really saw all that vocational schools had to offer. Again remember the previous discussion about touring the JVS. Perhaps if they did go on a tour, they were only exposed to one or two

programs. Perhaps they only saw program brochures on a few programs. Perhaps they saw nothing and read nothing and use the lack of knowledge about program offerings as an equivalent to a lack of interest. Perhaps we will never know the answer to this question.

There is more work to do in order to recruit more students into vocational education and the Lawrence County JVS. These programs must meet students' needs. If college is their need, then we must modify the administration of our programs to allow the college bound student a chance to participate. If we aren't meeting their needs because we offer no programs of interest, we need to change. Market research should be able to answer these questions.

Once we modify our program offerings and the administration and delivery of vocational education, we need to get our message delivered. Educators should target marketing efforts toward the students and their mothers. Mothers and friends were influencers on making a decision to not enroll in the Lawrence County JVS. Mothers' groups need to be approached to inform them of the benefits of vocational education.

Many challenges have been offered in the recommendation section of this research report. The problems have been identified and solutions have been suggested. An enormous amount of energy and study will be needed before the recommended changes can all be implemented. The policy changes will be controversial and meet with some resistance. These changes are needed in order

to better serve and educate students in this VEPD. It is essential that the seven feeder high schools work in collaboration with the Lawrence County JVS in order to serve the vocational needs of students. I hope that this information will be interpreted and used by the administrative staff at each of the eight schools involved in this study.

As with many pieces of research, this study probably unveils many questions as well as provide answers. The intent was purposeful. By posing questions in advance and finding answers to those questions, better decisions can be made.

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APPENDIX A

Student Questionnaire

Student Questionnaire

Purpose

By carefully filling out this questionnaire you will provide valuable information which will assist high school counselors in helping future students to make their curriculum choice.

Directions

Answer each question as accurately as you can. Many questions can be answered by circling the item that best describes your situation. Some questions will require a written response. If you do not understand a question, raise your hand and your teacher will help you. All answers are completely confidential.

****

Q. 1. What is the name of your home school? _____

Q. 2. What is your sex?

1. Female
2. Male

Q. 3. What is your race?

1. Asian
2. Black
3. Hispanic
4. Native American
5. White (Caucasian)
6. Other _____
   Please list

Q. 4. Where do you live?

1. On a farm
2. In a rural area, but not on a farm
3. In a suburb of a town or city
4. In a city or town

Q. 5. In what grade of school are you currently enrolled?

1. 9th grade - freshman
2. 10th grade - sophomore
3. 11th grade - junior
4. 12th grade - senior

Q. 6. In what category or program are most of your high school classes?

1. Academic/College Preparatory
2. General Subjects with a Special Emphasis on Business Skills
3. General Subjects
4. Vocational (Ex. Agriculture, OWE, Home Economics)

Q. 7. Have you ever enrolled in business classes at your school?

1. Yes
2. No

Q. 8. If YES, please explain why you didn't choose to take business classes at the Lawrence County JVS?

_____

_____

Q. 9. Who is helping you make career choices? (circle all that apply)

1. Mother
2. Father
3. Brother/Sister
4. Relative other than my parents, brothers or sisters.
5. School Counselor
6. Teacher
7. Friend
8. Boyfriend/Girlfriend
9. No one is helping

Q. 10. When did you first hear about Lawrence County JVS? (circle one)

1. Elementary School (Grades 1-6)
2. Junior High (Grades 7-8)
3. Freshman Year (Ninth Grade)
4. Sophomore Year (Tenth Grade)
5. I have never heard about it.

Q. 11. Think back to the time when you decided what classes to take in high school. What were your reasons for <u>not</u> choosing to enroll at the Lawrence County JVS? (List most important reasons first)

1. _____

_____

2. _____

_____

3. _____

_____

Q. 12. Again, thinking back to the time when you decided what classes to take in high school, how informed would you say you were about vocational classes offered at the Lawrence County JVS?

1. Not informed at all
2. Slightly informed
3. Very informed

Q. 13. Did you ever seriously consider enrolling in vocational classes at the Lawrence County JVS?

1. Yes
2. No

Q. 14. Have you ever visited a vocational school? (circle one)

1. Yes
2. No

Q. 15. If Yes, when did you visit the vocational school? (circle all that apply)

1. Elementary School (Grades 1-6)
2. Junior High (Grades 7-8)
3. Freshman Year (Ninth Grade)
4. Sophomore Year (Tenth Grade)

Q. 16. Would you have liked to visit the vocational school when you were in elementary school?

1. Yes
2. No

Q. 17. Would you have liked to visit the vocational school when you were in junior high school?

1. Yes
2. No

Q. 18. When did you first begin to think that you were not interested in attending the Lawrence County JVS?

1. Elementary School (Grades 1-6)
2. Junior High (Grades (7-8)
3. Freshman Year (Ninth Grade)
4. Sophomore Year (Tenth Grade)

Q. 19. Did you visit the Lawrence County JVS with your Sophomore class?

1. Yes
2. No

Q. 20. If no, why not?_____

_____

_____

Q. 21. Had you already made your decision not to attend Lawrence County JVS before you visited the school?

1. Yes
2. No
3. I never visited the school

Q. 22. How satisfied are you with your decision not to attend the Lawrence County JVS? (circle one)

1. Very satisfied
2. Somewhat satisfied
3. Neither satisfied nor dissatisfied
4. Somewhat dissatisfied
5. Very dissatisfied

Q. 23. Did you sign up during your Sophomore year to attend the Lawrence County JVS but then changed your mind before attending any classes?

1. Yes
2. No

Q. 24. If Yes, why did you change your mind about attending the Lawrence County JVS?

_____

_____

Q. 25. Did you attend classes at the Lawrence County JVS during your junior year and then go back to your high school within a few days?

1. Yes
2. No

Q. 26. If yes, why did you decide to stop attending the Lawrence County JVS?

_____

_____

Q. 27. Would you have been interested in attending the Lawrence County JVS during your sophomore and junior years and then returning to your high school for your senior year?

1. Yes
2. No

Q. 28. Would you have liked to have had more information on the Lawrence County JVS?

1. Yes
2. No

Q. 29. If yes, what kinds of information would have been helpful? (circle all that apply)

1. Visits to the school
2. Videos
3. Brochures/pamphlets
4. Speakers
5. Other _____
Please list

Q. 30. When would this information have been helpful to you? (circle all that apply)

1. Elementary School (Grades 1-6)
2. Junior High (Grades 7-8)
3. Freshman Year (Ninth Grade)
4. Sophomore Year (Tenth Grade)

Q. 31. Describe your thoughts when you think about vocational education.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Q. 32. Have you selected your future occupation or career?

1. Yes

2. No

Q. 33. If YES, please specify future occupational or career goal:

_____

Q. 34. Did you ever seriously consider attending Lawrence County JVS?

1. Yes

2. No

Q. 35. Describe your thoughts when you think about the Lawrence County JVS.

Q. 36. Think back to the time when you had the opportunity to attend the Lawrence County JVS. These questions are about some of the things that may have concerned you. Read the list of reasons listed below and indicate your extent of concern for each item. That is, why you <u>did not enroll in the Lawrence County JVS.</u>

The categories are:

1 - No Concern
2 - Little Concern
3 - Some Concern
4 - Great Concern
N/A - I did not think about it

(Circle ONE response per statement)

Example. The JVS was too far away. . . . . 1 (2) 3 4 N/A

Reasons not to enroll in Lawrence County JVS.	Extent of Concern None Great 1 2 3 4	N/A
a. The image of the JVS.	1 2 3 4	N/A
b. Association with students from the JVS . .	1 2 3 4	N/A
c. Difficulty with transportation to the JVS	1 2 3 4	N/A
d. Unwilling to leave my friends at my home school	1 2 3 4	N/A
e. Classes are out too late in the day at the JVS in order to work after school . .	1 2 3 4	N/A
f. Unable to participate in sports at my home school	1 2 3 4	N/A
g. Unable to participate in extracurricular activities (choir, band, drama, cheer-leader, student council, etc.) in my home school	1 2 3 4	N/A
h. Loyalty to my home school	1 2 3 4	N/A
i. Home school will better prepare a student for college	1 2 3 4	N/A
j. The programs offered at the JVS	1 2 3 4	N/A

Q. 37. Please indicate by circling yes or no contact if you discussed with the following people your decision to <u>not</u> attend the vocational school. If yes is circled, then indicate to what extent, if any, you were encouraged or discouraged <u>to attend the Lawrence County JVS.</u>

The categories are:

1 - Greatly discouraged me
2 - Somewhat discouraged me
3 - Neither discouraged nor encouraged me
4 - Somewhat encouraged me
5 - Greatly encouraged me

(Circled <u>ONE</u> RESPONSE per statement if <u>YES</u> is circled)

Example. My next door neighbor

1. No Contact
(2). Yes ——————————> 1 2 3 (4) 5

People I discussed with my decision to <u>not</u> enroll in Lawrence County JVS.

(Circle yes or no contact)

Extent of Encouragement

Greatly Discouraged — Greatly Encouraged

a. My girl/boy friend

1. No contact

2. Yes ——————————> 1 2 3 4 5

b. My friend(s)

1. No contact

2. Yes ——————————> 1 2 3 4 5

c. My father/male guardian

1. No contact

2. Yes ——————————> 1 2 3 4 5

d. My mother/female guardian

1. No contact

2. Yes ——————————> 1 2 3 4 5

Q. 37. (continued)

1 - Greatly discouraged me
2 - Somewhat discouraged me
3 - Neither discouraged or encouraged me
4 - Somewhat encouraged me
5 - Greatly encouraged me

(Circle ONE RESPONSE per statement if YES is circled)

(Circle yes or no contact)

	Extent of Encouragement: Greatly Discouraged				Greatly Encouraged
e. My brother(s)/sister(s)					
1. No contact					
2. Yes ——————————>	1	2	3	4	5
f. A relative other than my parent(s)/guardian(s) or brother(s)/sister(s)					
1. No contact					
2. Yes ——————————>	1	2	3	4	5
g. My counselor(s)					
1. No contact					
2. Yes ——————————>	1	2	3	4	5
h. My teacher(s)					
1. No contact					
2. Yes ——————————>	1	2	3	4	5
i. My athletic coach(es)					
1. No contact					
2. Yes ——————————>	1	2	3	4	5
j. My band director(s)					
1. No contact					
2. Yes ——————————>	1	2	3	4	5

Q. 38. What vocational classes would you like to see offered at Lawrence County JVS?

1. _____

2. _____

Q. 39. What social activities, clubs or events would you like to see offered at the Lawrence County JVS?

1. _____

2. _____

Q. 40. Do you plan to enroll in additional education beyond high school?

1. No
2. Not sure
3. Yes ——> What type of school?
   1. Professional or graduate school
   2. 4 year college
   3. 2 year technical school
   4. I do not know which I would attend.

Q. 41. Do you plan to enter the military (Ex. army, navy, air force, marines) after high school?

1. Definitely will enter
2. Likely to enter
3. Not sure
4. Not likely to enter
5. Definitely will not enter

Q. 42. Which high school courses do you think will most help you to prepare for your future occupation?

1. _____

2. _____

3. _____

Q. 43. What classes not presently offered at the JVS would you like to see offered at your home high school?

1. _____

2. _____

3. _____

Q. 44. Is the Lawrence County JVS attendance policy any different than the one at your home school?

1. Yes, more strict

2. Yes, less strict

3. No, the same

4. I do not know